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A Comparative Study of the Stances of Selected Urban Principals, Superintendents, and Local School Council Leaders on Community Participation in Local School Affairs

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A COMPARATIVE STUDY OF THE STANCES OF SELECTED
URBAN PRINCIPALS, SUPERINTENDENTS, AND
LOCAL SCHOOL COUNCIL LEADERS ON
COMMUNITY PARTICIPATION IN
LOCAL SCHOOL AFFAIRS

by
Mary Mikros

A Dissertation Submitted to the Faculty of the Graduate
School of Loyola University of Chicago in Partial
Fulfillment of the Requirements for the Degree of
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A very special debt is expressed to my parents for all the ideals and values they helped weave into my existence many years ago, and to my husband Dan, and to my son Scott George for all the sacrifices they have made. To them I dedicate these pages.

VITA

The author, Mary Mikros, is the daughter of George Kontogiannis and Titika (Karahaliou) Kontogiannis. She was born in Megalopolis, Greece.

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CHAPTER I

INTRODUCTION TO THE STUDY

General Overview

Our nation had been going through an intense period marked by heightened racial and ethnic awarenesses, by enormous public tensions and frustrations, by significant power shifts within the social system, and by a sweeping revolt of rising expectations, all of which had a profound impact on the educational establishment. The situation had been particularly critical in the large urban areas, where detorable conditions, compounded with a fast wilting public confidence in the schools and in school leadership, demanded most urgent as well as responsible action.

An increasing number of critics of the problem-ridden urban school systems, joined by a fast rising number of concerned citizens in a litany of public school failings, demanded not only greater responsiveness from the schools, but accountability, as well as meaningful lay involvement in the affairs of the schools. Education was looked upon as the most probable means for the amelioration of many societal ills, and school systems, critically shaken by the impact of changing circumstances and the repudiation of many time-honored assumptions and practices, were expected to do the job.

Such 'great expectations' of the schools had often evoked strong protestations from educators at all levels:

We expect the schools to bear the burden of integrating a society which will not alter its segregating housing patterns. We expect the schools to guard our children against the drugs our police cannot keep out of our streets. We expect our schools to provide the health services society will not provide. We expect school social workers to patch up the lives torn by the poverty our government cannot end, . . . and [we expect the schools] to inculcate a system of morality that parents and clergy cannot sell.¹

Yet, educators generally agreed that the schools could not afford to stand still until help from other areas was forthcoming.

Schools and school staffs were thus under tremendous pressures, and as several critics observed, the principal focus of these pressures fell on the leaders of the schools.² Under such circumstances, the school leaders were asked to exercise all leadership prerogatives very carefully, and to lead wisely in the midst of a tumultuous political, social and educational climate, where the erosion of 'absolute' professional authority was well under way, and where traditional structures and methods could serve educational leaders little if any, while time-honored wisdom with the old stereotypes could only limit professional understanding and vision. Indeed, the new tasks which confronted the educa-

¹Robert R. Spilane, Cooling or Coping? School Community Tensions (Bethesda, Md.: ERIC Document Reproduction Service, ED 070 199, 1972), pp. 11-12.

²John E. Reisert, ed., The Principals in Perspective (Bethesda, Md.: ERIC Document Reproduction Service, ED 029 352, 1968), p. 1.

tional leaders made urgent demands for new orientations, new skills, new expertise and increased competencies, born out of demands for broader responsibilities and expanded functions.¹

One of the turbulent currents in the educational scene of the urban cities, which made direct and specific demands on an administrator's competency potential, was the drive for community involvement in the affairs of the local schools. Such involvement--ranging anywhere from community participation to community control--was advanced by the proponents primarily on the grounds that it would improve the quality of education by giving the people being served a meaningful voice in the educational process.²

For several years the issue of community involvement in the affairs of the local schools had triggered an unusual literary outpouring on the subject. The debate, initially intense and acrimonious over ideology, origin, legitimacy, profitability, preferred degree, and even terminology, was still going on at a lively pace, while the translation of the concept into the real world of the urban public school seemed to lag far behind.

Several enthusiastic proponents advanced community

¹Troy V. McKelvey, ed., Urban School Administration (Beverly Hills: Sage Publishers, Inc., 1969), pp. 208-9.

²Mario Fantini, Marilyn Gittell, and Richard Magat, Community Control and the Urban School (New York: Praeger Publishers, 1971), p. 3.

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involvement as a panacea,¹ while detractors and skeptics blinked the hazards.² Some claimed that we had community involvement and we should not.³ Others insisted that we did not have community involvement and we should.⁴ Some critics maintained that we had never had community involvement, despite the facade of the local boards.⁵ Several believed that community involvement would directly benefit education.⁶ Others warned that community control would stifle education, as such policy implementation harbored many problems that education and the schools were not equipped to handle.⁷ Indeed, many critics were arguing the relatedness of the concept to education: some claiming that community involvement

¹A. Donald Bourgeois, "Community Control and the Urban Conflict," Theory into Practice (October 1969): 243-246.

²Harold H. Weissman, Community Councils and Community Control (Pittsburg: University of Pittsburg Press, 1970), pp. 171-174; Daniel P. Moynihan, Maximum Feasible Misunderstanding (New York: The Free Press, 1969), pp. 128-166.

³Myron Lieberman, The Future of Public Education (Chicago: The University of Chicago Press, 1960), pp. 34-35.

⁴Marilyn Gittell, Participants and Participation: A Study of School Policy in New York City, with a Foreword by Mario Fantini, (New York: Praeger Publishers, 1967), p. vii.

⁵George T. Frey, "Are You Ready for Community Involvement?" Thrust for Leadership in Education (October 1971): 21.

⁶Final Report of the Task Force on Urban Education to the Department of Health, Education and Welfare, by Wilson C. Riles, Chairman (New York: Praeger Publishers, 1970), p. 260; Fantini, Community Control and the Urban School, p. 3.

⁷C. A. Bowers, Ian Housego, and Doris Dyke, eds., Education and Social Policy: Local Control of Education (New York: Random House, 1970), pp. 16-17.

was partly related to the educational problem;¹ others pointing out that community involvement concerned the state of education in general;² and others yet questioning whether the thrust of community involvement was not primarily political and social.³

Some critics were deeply concerned with the potential for hostilities harboring in the notion of community involvement in the affairs of the local schools, foreseeing that such involvement would strengthen hostilities by strengthening the reality of communities.⁴ Still others contended that community involvement had a remedial utility that would ultimately lead to integration and a better society.⁵

Thus students of the topic were confronted with persistent cries of "Let us strengthen the community,"⁶ (that is, help cultivate organic communities) and "Let us weaken the community,"⁷ (namely, help institute communities of lim-

¹Wallace Roberts, "The Battle for Urban Schools," Saturday Review, November 16, 1968, p. 97.

²Bourgeois, "Community Control and Urban Conflict," p. 246.

³Leonard J. Fein, The Ecology of the Public Schools (New York: Pegasus, 1971), pp. 135-160.

⁴Ibid., p. 45.

⁵John H. Fischer, Urban Schools: Issues on Responsiveness and Control (Bethesda, Md.: ERIC Document Reproduction Service, ED 030 690, 1968), p. 12.

⁶Bourgeois, "Community Control and Urban Conflict," p. 33.

⁷Lieberman, The Future of Public Education, p. 34.

ited liabilities only--organic communities viewed as anachronisms in such context). It was at this very level of debate--organic communities versus communities of limited liabilities--that many educators were starting to move uneasily under the realization that expectations for a better society were urgently demanding that the schools play an expanded role. There was no doubt that quality education in the schools was but one of the concerns of the drive for community involvement, and that educators were called upon to play an important role in this drive.

Leonard J. Fein, Associate Professor of Politics and Social Policy at Brandeis University, in a brilliant discussion of community control of public schools, explained that because of the potentially explosive nature of community control, the issue had been both supported and resisted hyperbolically, and contended that community control would not recede as an important topic, "since it was an item very near the top of the public agenda."¹ Wallace Roberts, in discussing the same topic, observed: "The opening chapter of the story on community control is now being written and it seems clear its preface is an obituary for the traditional urban school system," and in rather dramatic tones continued, "The rest of the story is not clear, but there can be no turning back. Urban schools will never be the same."² Indeed, subsequent developments did, to a considerable degree, confirm

¹Fein, The Ecology of the Public Schools, pp. 2-3.

²Roberts, "The Battle for Urban Schools," p. 117.

the observations of the writer.

Professor Fein acknowledged an even greater impact:

Either explicitly in the rhetoric of those who challenge the established order, or implicitly, in the projected consequences of community control, traditional theories of public education, common understandings of the good society, and accepted conventions regarding the distribution of public power in America, are all called into question.¹

Other critics, deeply concerned with the urgency of conditions, and viewing community involvement as a worthwhile educational and social reform, warned:

The established order may be strong enough to survive one or several missed opportunities for reform. But a quick succession of such failures, especially in today's volatile and uncertain climate carries an increasingly high price in terms of tension and polarization. We must assume that even so strong a structure as American society cannot indefinitely sustain shock and disruption without fracturing or sacrificing freedoms in return for a firm authority that forbids and represses pressures for social redress.²

Several others pointed to the hazards in anything less than meaningful participation, stressing that people knew when 'they were being used', therefore communities should be given the substance of participation instead of the illusion; and since involvement could not be sustained unless power was really shared, educational leaders were asked to examine carefully the personal commitment to a policy of community involvement, and to consider seriously the necessary expertise that the implementation of a policy

¹Fein, The Ecology of the Public Schools, p. 2.

²Fantini, Community Control and the Urban School, p. 250.

of community involvement would require.¹

Concern was also expressed about the possibility that real and meaningful participation might be fended off indefinitely by "extremely skillful school officials who combine limited concessions with the abandonment of some old habits of inflexibility and dogma and movement in the direction of change."² And while acknowledgment was given to the fact that some significant concessions in many instances had already been made, the warning remained clear: "Withdrawal or dilution of concessions by the dominant system may, by rubbing discontents, actually serve to intensify demands for full community control."³ Certainly such a development would have been most unsavory to all the people that, for one reason or another, had resisted or opposed community involvement in the schools.

But who were the people that opposed community involvement in the affairs of the schools, and on what grounds was such opposition justified by the opponents? From a review of the pertinent literature, one became increasingly aware that the majority of the writers expressing views on the topic seemed to endorse community involvement in the schools. The notion of community involvement in the affairs of the local schools was defended on several grounds--demo-

¹Roberts, "The Battle for Urban Schools," p. 99.

²Fantini, Community Control and the Urban School, p. 232.

³Ibid.

cratic, humanistic, educational, and often remedial--and with various degrees of intensity.

The Recruitment Leadership and Training Institute took a very strong stand claiming that community participation in local school affairs was a basic democratic right that should be granted to parents and other citizens of the community, regardless of how qualified or competent the people were perceived to be by the official educational establishment.¹ Max Rosenberg also insisted that active, sustained participation of citizens in public schools was axiomatic to the maintenance and growth of a pluralistic, democratic society.² A. Donald Bourgeois pointed out that one of the values of community participation was found in the potential that such a practice had to serve as a preparatory stage for an integration based on parity instead of deficiency.³

Bourgeois also contended that community participation in schools was reflected on the achievement of the students through the sense of personal efficacy experienced as students became aware of the ability parents and students had to control the environment.⁴ The writer insisted that

¹The Recruitment Leadership and Training Institute, Community Parity in Federally Funded Programs (Bethesda, Md.: ERIC Document Reproduction Service, ED 070 143, 1972), pp. 7-8.

²Max Rosenberg, "Community Relations--Approaches Educators Use," The Clearing House (September 1973): 52.

³Bourgeois, "Community Control and Urban Conflict," p. 244.

⁴Ibid., p. 246.

community participation in schools would also bring about qualitative improvements through the introduction of the discipline implicit in accountability.¹

Harold Weissmen held that community participation in schools was defensible on the grounds that malfunctioning public institutions made some form of local control necessary for achieving greater efficiency of services.² Leonard Fein indicated that community participation in schools was necessary in order to reestablish public confidence in the schools.³ Community participation in the schools was repeatedly justified on the ground that the psychological well-being, as well as the educational potential of the students were both being promoted when students understood that the parents and the school were working close together towards the same objectives.⁴

Though the notion of community involvement was discussed with vigor, the degree or measure of involvement seemed to stimulate most of the controversy. However, both the means of accomplishing the objective, as well as the discrepancy between declarations and reality were also generating a great deal of polemics.

¹Bourgeois, "Community Control and Urban Conflict," p. 243.

²Weissman, Community Councils and Community Control, p. 174.

³Fein, The Ecology of the Public Schools, p. 152.

⁴The Recruitment Leadership and Training Institute, Community Parity in Federally Funded Programs, p. 10.

Background

Community involvement was, indeed, a very broad term encompassing various kinds and degrees of involvement, all the way from temperate degrees of participation, where the community might participate in the affairs of the community school in an advisory capacity, to nothing less than complete community control in the operations of a school, including all fiscal, programatic, and hiring matters. The Urban Education Task Force in the Final Report on Urban Education to the Department of Health, Education, and Welfare, recognized the phrase 'community involvement in the schools' to "generally mean a higher degree of participation by neighborhood residents in the operations of a school or sub-system than is typically accorded to neighborhood parents and leaders."¹

The Task Force also identified three basic patterns of community involvement--in relation to the degree and extent of decision-making authority each would be likely to have in effecting changes in the urban education system--within the many variations which existed at the time: "participation in the system; partnership with the system; and control over some school or sub-system."²

More specifically, participation was perceived by

¹Final Report of the Task Force on Urban Education to the Department of Health, Education and Welfare, pp. 269-270.

²Ibid., p. 270.

the Task Force as that form of community involvement where there was a possible combination of advisory and policy-making functions, but no guarantee of a real effective role in the schools by community parents and residents. As a matter of fact, the effectiveness of the involvement was found to be closely related to the local school administrator's degree of concern and support of the involvement effort, as well as the central administration's or the school board's willingness to go along with plans and changes proposed by the local community and the particular school administrator.¹

Partnership was recognized by the Task Force as that form of community involvement where there was a division of authority, and a sharing of decision-making power, either through an informal arrangement or a formal agreement. In either case the community might be a very junior, an equal, or a senior partner.²

Control was described by the Task Force as that form of involvement where the community board or authority had full fiscal, programatic, and hiring authority, within the limits of State laws and municipal regulations, as well as any other agencies with which the local community board or authority had to deal (e.g. the teachers union). The effectiveness of the control pattern of involvement was con-

¹Final Report of the Task Force on Urban Education
....., p. 270.

²Ibid., pp. 270-271.

tingent on the ability of the community to deal with the situation.¹

Figure 1 presented the school-community involvement continuum, with the three identified degrees of participation, partnership, and control.

SCHOOL-COMMUNITY INVOLVEMENT CONTINUUM

PARTICIPATION	PARTNERSHIP	CONTROL
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FIGURE 1

Participation represented the most temperate form of community involvement, while control signified the most intense degree. Though stages two and three appeared to be the most controversial in the literary medium, stage one seemed to be just as contentious on the implementation level.

In the last few years, in city after city, boards of education, under increasing pressure, often militancy, from communities, as well as criticism from some liberal educators and many other vocal critics of school systems failing to meet the needs of their students, took action and created the conditions for increased community involvement in the schools. Thus, one did witness the phenomenon of involvement that the implementation of such policy required. In a recent survey of United States school systems

¹Final Report of the Task Force on Urban Education
....., p. 271.

enrolling 50,000 or more students, the author, Professor Ornstein of Loyola University, pointed out that sixty-two school systems--out of a total of sixty-five presented--reported some form of community involvement, with most systems describing allegiance to the participatory kinds.¹

As demands for community involvement in the affairs of the schools were gathering momentum and were translated into educational policy, proponents and opponents alike observed with great concern and anticipation the results of policy implementations, since at the implementation level the notion was tested for endurance or ephemerality. Concern was reaching high points when some suspicion was aroused that workable possibilities were staved off by poor strategies of policy implementation, or inadequate policy implementors.

In 1970, the Chicago Board of Education, responding to pressures similar to those of other cities, made policy and issued guidelines for greater, as well as meaningful community involvement in the affairs of the local schools. Involvement was clearly limited to the participatory stage or degree. The district superintendents and the local school principals were important links in the implementation of the community-participation-in-the-schools policy. The responsibility of the district superintendents and the principals was to promote and facilitate the establishment of district

¹Allan C. Ornstein, "Administrative/Community Organization of Metropolitan Schools," Phi Delta Kappan (June 1973): 670

and local school councils, and to encourage the maintenance of the councils, as the officially recognized models for community involvement, with meaningful and pertinent information, as well as responsiveness whenever possible (see appendix C).

Was the implementation of the Chicago School Board's policy of community participation in the local schools successful? Empirical observations, as well as analysis of reported facts and conditions indicated that the implementation of the policy was passing through some difficult stages. Activity was, indeed, going on, but was such activity the right kind of activity? The fumbblings, the hit and run tactics, the honest puzzlement and frustrations of many participants, the mock involvement, all had been much too obvious. Practice was observed to be highly uneven, with communities ranging from apathetic to militant, and participation from highly negative to highly positive. Obviously, adoption of a policy and the issuance of directives and guidelines did not by themselves guarantee smooth and successful implementation. What, then, were the determinants that affected the practice and its quality?

The Rationale

The Crucial Role of the Local School Administrator

The crucial role of the local school administrator in the implementation of educational policies and programs had been well recognized by many authorities in the field.

Professor Seymour Sarason of Yale University took a very strong stand on the subject when he stated:

. . . (T)hose who want to change the school system hope that by changing the structures and forces of power they will better the system. . . . However, what is missing in these proposals for change . . . is any recognition that the principal is the crucial implementor of change. That is to say, any proposal for change that intends to alter the quality of life in the school depends primarily on the principal.¹

The Public Education Association of New York, committed to the continual review and improvement of public education for over half-a-century, also acknowledged the significant role of the principal "as the single most important factor in the quality of the school", and pointed out, with deep concern, that though there was a great deal of acknowledgment of the principal's important role in the professional literature and other protestations, in practice there was little evidence of real awareness of the "make or break" power of the principal.²

Fenwick English, Assistant Superintendent of Sarasota County Schools, Sarasota, Florida, and James Zaharis, Director of the Arizona-Mesa Differentiated Staffing Consortium, Mesa, Arizona, in a discussion of bureaupathology contended that the principals were the ones that interpreted

¹Seymour E. Sarason, The Culture of the School and the Problem of Change (New Jersey: Allyn and Bacon, 1971), p. 148.

²Public Education Association, Workbook on Procedures for Selecting Supervisors (Bethesda, Md.: ERIC Document Reproduction Service, ED 066 821, 1971), pp. 2, 14.

system decisions and priorities, and decided whether to shield or diffuse centralized rules and norms.¹

Several other critics expressed views more specifically on the subject of community involvement. R. Bruce McPherson, Associate Superintendent of the School District of Philadelphia, claimed that community leadership with respect to school programs developed largely at the will of the administrator, and concluded that the principal in the local school was holding the proverbial bag for the entire system.² George T. Frey, Career Opportunities Program Supervisor of the San Diego City Schools, contended that the principal, more than anyone else, determined whether progress in functional school-community relations was achieved or arrested, and insisted that the receptivity of the site administrator was crucial.³

The Task Force on Urban Education pointed clearly to the significant role of the principal when stating: "Where a particular school or an area administrator was genuinely concerned with the contribution the community could make, . . . this pattern (the participation model of in-

¹Fenwick English and James Zaharis, "Crisis in Middle Management," NASSP Bulletin (April 1972): 6-7.

²R. Bruce McPherson, "Administrators and the Inner-City Increase of Power," School Review (November 1969): 110.

³George T. Frey, Meeting the Educational Needs of the Community: Trends in School-Community Interaction (Bethesda, Md.: ERIC Document Reproduction Service, ED 046 112, 1970), p. 31.

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volvement) might be effective."¹

Samuel M. Burt, in a position statement, emphasized the responsibility of the school administrator to provide the necessary climate and leadership for community participation, and claimed that where "principals are apathetic to, disinterested in, or critical of citizens' participation, involvement is nil in spite of how strongly the citizenry may feel about conditions in the schools."²

Eleanor Blumenberg, the Western Director of Education, Anti-Defamation League of B'nai B'rith, Los Angeles, California, cogently observed:

For better or for worse, the principal is the key. Successes or failures seem to hinge on three areas--all irrevocably tied into his definition of the situation. First, how he perceives and applies the community-advisory notion; second, his acceptance of the process as part of the product; and third, his willingness to accept the new role.³

A number of research studies, conducted in the last few years, and dealing with the subject of community involvement in the affairs of the local schools, also came to recognize the role of the local school administrator as the most crucial in the implementation of any community-involvement-in-the-schools program. Such studies were presented

¹Final Report of the Task Force on Urban Education, p. 270.

²Institute for Development of Educational Activities, Toward More Effective Involvement of the Community in the Schools (Bethesda, Md.: ERIC Document Reproduction Service, ED 072 527, 1972), p. 6.

³Eleanor Blumenberg, "The School-Community Advisory Council: For Better or for Worse?" Journal of Secondary Education (February 1971): 60.

in Chapter II, the chapter that dealt exclusively with the review of the related research.

The Local School Administrator
as an Obstructionist

Besides the several acknowledgments in the professional literature of the crucial role of the principal in the successful implementation of programs of community involvement in the affairs of the local schools, serious accusations had also been expressed that educators were at best cautious, and at worst hostile to the concept of community involvement in the affairs of the local schools.¹

Several proponents of community involvement--from the ones that advocated temperate degrees of participation, to the others that envisioned nothing short of community control--maintained that many school administrators had done little more than talk about community involvement, often actually obstructing the implementation of the policy, or rejecting the practice.

Harold Edward May, in a study of the perceptions of effectiveness of local school committees, revealed that the majority of the administrators sampled for the data had recommended the elimination of local committees, in contrast to the majority of the school board members and local school committee members who felt that the functions of the commit-

¹The Recruitment Leadership and Training Institute, Community Parity in Federally Funded Programs, pp. 7-8.

tees should be maintained or increased in scope.¹

Samuel M. Burt, in the same position statement mentioned earlier, observed, with a certain amount of sadness, that too many administrators had already developed an armory of strategies--varying from artful to highly sophisticated--which enforced and perpetuated the phenomenon of educators' xenophobia in regard to community participants' involvement.²

George T. Frey, in discussing the prerequisites of information for an effective community-involvement-in-the-schools program, contended in even more pessimistic tones: "It is questionable that the public will ever be informed since it is up to the professionals to advise the lay public about the educational needs of their children and their schools."³

The discrepancy between administrators' protestations of allegiance to the notion of community involvement and the lagging practice of community involvement in the schools had invited additional outbursts of concern--particularly since such protestations prevented a possible examination of real stands and motives. Samuel Burt observed

¹Harold Edward May, "A Study of the Perceptions of Effectiveness of Local School Committees in Four County Unit School Districts in Oregon" (Ed.D. dissertation, University of Oregon, 1967) Dissertation Abstracts, XXIX (Ann Arbor: Xerox University Microfilms, Inc., 1968), p. 98A.

²Institute for Development of Educational Activities, Toward More Effective Involvement of Community Schools, p. 7.

³Frey, Meeting the Educational Needs of the Community, p. 31.

that one is struck by the profound awareness displayed in the educators' glowing oratory of the important role of the community in education, and pointed to the glaring gap between such rhetoric and the practice.¹

Some critics contended that principals opposed community involvement in the schools, because of the perceived threat that such a practice might have on the principals' autonomy and sense of security. Ramiro D. Reyes and Kal Gezi of the Office of Compensatory Education, California State Department of Education, in an evaluative study of parent advisory committees, pointed out that with the increasing interest of communities to share in the decision making process, many school administrators were fearful of some loss in the absolute control of the schools.²

A research study of organizational structures and operational patterns of school-community advisory groups in the elementary schools of the Los Angeles Unified School District by Grace Kirtz Tisdale revealed that the reluctance of principals to invite community participants in school affairs was related to the principals' concern that such an effort would make additional demands on an already heavy ad-

¹Institute for Development of Educational Activities, Toward More Effective Involvement of Community in the School, pp. 5-6.

²Ramiro D Reyes and Kal Gezi, Parent and Community Participation in Compensatory Education through District Advisory Committees in California (Bethesda, Md.: ERIC Document Reproduction Service, ED 062 467, 1971), pp. 2-3.

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ministrative time schedule.¹

Professor Delbert Clear of the University of Wisconsin conjectured that one of the reasons for administrators' resistance would be opposition, in principle, to further weakening of the position of the administrator, in view of the fact that most, if not all, the so-called gains of teachers over the past decade had been won at the expense of administrators.²

John Oberdorfer, in an extensive discussion of community control--rendering a lawyer's insight on the topic--explained convincingly that because of possible alteration in an administrator's position and amount of authority in a community-involvement-in-the-schools plan, the theme of job security was of great concern to the professional administrator.³

Some critics also maintained that principals were not really convinced of the merits of the concept, or persuaded by the results of the practice. Reyes and Gezi contended that there existed a lack of belief on the part of local school administrators in the right and responsibility

¹Grace Kirtz Tisdale, "A Survey of Organizational Structures and Operational Patterns of School-Community Advisory Groups in the Elementary Schools of the Los Angeles Unified School District" (Ed.D. dissertation, Brigham Young University, 1971) Dissertation Abstracts, XXXII (Ann Arbor: Xerox University Microfilms, Inc., 1972), p. 4315A.

²Delbert K. Clear, "Decentralization: Issues and Comments," Clearing House XLIV (January 1970): 263.

³John Oberdorfer, "A Balance of Interests, Part II: Community Control and Personnel Practices," The Urban Review (November 1971): 27-28.

of the community people to help decide the educational destiny of their children, and viewed the lack of administrators' commitment to share the decision making responsibility with the community as a major problem.¹ Hall Kinney, in analyzing the data of a study on principals' perceptions of citizen school study committees, pointed out that involvement with citizen school committees resulted in changing negatively the urban principal's perceptions regarding (a) the capabilities of the committees to diagnose school problems, and (b) the committees' interest in becoming involved.²

A few critics insisted that the problem existed because principals lacked the tools, that is, the knowledge, skills, and attitudes that had not changed with the times.³ Others insisted that community involvement had introduced a new way of operation that urgently demanded the development of new expertise.⁴

¹Reyes, "Parent and Community Participation in Compensatory Education through District Advisory Committees in California," p. 13.

²Hall Kinney, "Principal's Perception of Citizen School Study Committees" (Ph.D. dissertation, University of Kentucky, 1971) Dissertation Abstracts, XXXIII (Ann Arbor: Xerox University Microfilms, Inc., 1972), p. 529A.

³Luvern L. Cunningham, Trends and Issues in Client Demands and System Responses (Bethesda, Md.: ERIC Document Reproduction Service, ED 029 357, 1969), pp. 6-7. (Paper also presented at the Annual Meeting of the American Education Research Association.)

⁴Reyes, "Parent and Community Participation in Compensatory Education through District Advisory Committees in California," p. 13.

System Commitment and Support

Several critics pointed to System commitment and System support as prerequisites to the successful implementation of a program of school-community involvement, the absence of which could seriously handicap the best intentions and efforts of principals. System commitment and support were viewed in terms of the System's sincerity of intentions and strategies employed relative to the implementation of a community-involvement-in-the-schools program.

John McLaurin Goff, in a research study whose primary focus was the development of a model to increase public participation in programs of school-community relations, placed major emphasis upon the necessity for a genuine desire on the part of boards of education to involve the lay citizens in decisions related to evaluation and improvement of education for children.¹

James Larson, in examining the dynamics of a specific series of community confrontations with public school decision makers, pointed clearly to the importance of System commitment and support by recommending, among other things, that (a) school systems should become thoroughly informed about the communities, (b) school systems should shake off any attitudes of paternalism and work toward the concept of

¹John McLaurin Goff, "Recommendations for Inclusion of Citizens' Advisory Committees into a Total Program of School-Community Relations" (Ed.D. dissertation, Auburn University, 1972) Dissertation Abstracts, XXXIII (Ann Arbor: Xerox University Microfilms, Inc., 1972), p. 2644A.

equality with community groups, (c) school systems should not present plans to be reacted to by the advisory council, no matter how sound such a course might seem to be, and (d) boards of education should originate policies on community advisory councils to present to them at their inception.¹

Reyes and Gezi indicated the necessity that the System provided official recognition, high quality professional leadership, and all necessary information to the communities, as well as financial aid, whenever possible, in order to make the potential of local school councils come to fruition.²

A study by Joseph Linscomb, where the author set out to examine the structures and organizations of successful advisory councils, concluded that in-service training was necessary for encouraging participation by school staff members, and that in-service was also necessary in order to insure effective participation by community members.³

Another study by Virginia Archer, which sought to examine the management of school community advisory councils

¹James Rhoderick Larson, "Community Involvement and Educational Decision Making" (Ph.D. dissertation, University of Toledo, 1972) Dissertation Abstracts, XXXIV (Ann Arbor: Xerox University Microfilms, Inc., 1973), p. 532A.

²Reyes, "Parent and Community Participation in Compensatory Education through District Advisory Committees in California," p. 20.

³Joseph Philip Linscomb, "The Structures and Organizations of Successful Advisory Councils in an Inner-City Area of the Los Angeles City Unified School District" (Ed.D. dissertation, Brigham Young University, 1971) Dissertation Abstracts, XXXII (Ann Arbor: Xerox University Microfilms, Inc., 1972), p. 4290A.

by elementary principals, concluded by recommending in-service training for new principals, utilizing the experiences and expertise of successful career principals, as well as improvement of principal working conditions reflecting the expansion of administrative responsibilities in the area of community involvement. Another recommendation was in-service orientation of advisory council members, carefully adapted to the needs and abilities of such members.¹

A study by Douglas Martin, where the author sought to identify factors related to the role and effectiveness of school advisory councils as perceived by principals and advisory council chairmen, recommended that districts should develop appropriate evaluation instruments for the purpose of determining annually the effectiveness of the advisory councils, and that school districts should develop handbooks that (a) outlined and defined school advisory council roles, (b) provided necessary resource materials, and (c) presented guidelines by which school advisory councils might informally evaluate the councils' effectiveness.²

William Marmion, in a study which sought to deter-

¹Virginia R. Archer, "The Management of School Community Advisory Councils by Elementary Principals" (Ed.D. dissertation, University of Southern California, 1973) Dissertation Abstracts, XXXIV (Ann Arbor: Xerox University Microfilms, Inc., 1974), p. 3725A.

²Douglas Richard Martin, "The Role and Effectiveness of School-Community Advisory Councils as Perceived by Principals and Advisory Council Chairmen" (Ed.D. dissertation, University of Southern California, 1974) Dissertation Abstracts, XXXV (Ann Arbor: Xerox University Microfilms, Inc., 1974), p. 761A.

mine what kinds of principals were associated with effective councils, concluded by recommending that "if advisory councils are to be effective, . . . sufficient district staff and resources must be assigned to the in-service, publicity, and other needs of community advisory councils."¹

Sidney Brickman, in a study of group perceptions of school-community advisory council participation in decision making, made recommendations which included in-service training for new members, and mandated attendance for all school personnel at school community advisory council meetings.²

Gloria Becerra, in a study which sought to identify the perceptions held by school administrators and community representatives about each others' skills and readiness to be involved in participatory decision making for affecting educational practices, concluded that there was a great need for organized training to prepare people for working in participatory decision making.³

¹William Howard Marmion, "The Relationship of School Principals' Characteristics to the Community Advisory Council Process" (Ph.D. dissertation, Claremont Graduate School, 1974) Dissertation Abstracts, XXXV (Ann Arbor: Xerox University Microfilms, Inc., 1975), p. 4929A.

²Sidney Brickman, "Group Perceptions of School-Community Advisory Council Participation in Decision Making in the Los Angeles Unified School District" (Ed.D. dissertation, University of California, 1974) Dissertation Abstracts, XXXV (Ann Arbor: Xerox University Microfilms, Inc., 1975), p. 6355A.

³Gloria Vega Becerra, "Role Perceptions of Administrators and Community Representatives in Participatory Decision Making" (Ph.D. dissertation, United States International University, 1974) Dissertation Abstracts, XXXV (Ann Arbor: Xerox University Microfilms, Inc., 1975), p. 6887A.

Barbara Schram, in a study undertaken with the purpose of increasing understanding of the anatomy and dynamics of citizen participation in decision making, concluded by recommending intensive training programs for all participants, where everyone was taught concrete skills of governance, and underwent all necessary in-service to build needed skills.¹

A study conducted by Ernest Husarik, Jr., with the purpose of formulating guidelines for lay involvement in educational planning, concluded that a board of education should realize that involvement of lay participants also meant that the board was willing to respond to any final recommendations presented by the lay citizens, and that the members of the board of education should be totally committed to, and supportive of the involvement of lay citizens. The recommendations of the study stressed that the board of education through its superintendent should actively seek community leaders' participation in school affairs.²

Against a background of general acknowledgment of the all important roles of the local school administrator, the school board, and the central administration in the im-

¹Barbara A Schram, "The Anatomy of Citizen Participation: A Study of the Participation Activities and Ideology of Citizen Decision-Makers in Community-Controlled Day Care Centers" (Ed.D. dissertation, Harvard University, 1973) Dissertation Abstracts, XXXV (Ann Arbor: Xerox University Microfilms, Inc., 1974), p. 2551A.

²Ernest Alfred Husarik, Jr., "A Study of Lay Citizen Leadership in Project Unite: Columbus Public Schools, August 1971 through August 1972" (Ph.D. dissertation, Ohio State University, 1973) Dissertation Abstracts, XXXIV (Ann Arbor: Xerox University Microfilms, Inc., 1973), p. 2215A

plementation of programs of community involvement in the affairs of the local school, any claims of 'administrative obstructionism' seemed to create a cacophony of sorts. If one was to recognize the school administrator's role in the implementation of a policy of community participation in the affairs of the local schools as crucial, as several authorities in the field had acknowledged, then the school administrator's stance relative to community involvement ought to be of immediate and major concern, especially in view of claims of administrators' obstructionism on the one hand, and School Boards' mandates for community involvement in local school affairs, on the other.

The Purpose

The main purposes of the study were (1) to identify the stances of selected Chicago public school principals on the theory and on the current practice of community participation in the affairs of the local schools, (2) to examine the principals' stances on the roles of the principal, the School Board, and the community in the implementation of such a policy, and (3) to compare each of the principals' stances to the corresponding stances of the district superintendents and the local school council leaders.

A number of demographic variables of administrators and of school-communities were selected for examination to determine whether a pattern and/or a trend was evident between these variables and the stances of the respondents.

selected demographic variables included the following:

- (a) Racial-ethnic composition of the school
- (b) Type of school--K to 6, K to 8, regular high
- (c) Socio-economic status of the school
- (d) History of local school-community situation, and district-community situation
- (e) Sex of the respondents
- (f) Racial-ethnic background of the administrator
- (g) Years of service in the administrative field
- (h) Method of principal certification and principal selection procedures
- (i) Aspirations for administrative advancement

The significance of the study was established (1) by the persistence of the demand for lay involvement in the affairs of the local schools, (2) by the concern for the fate of the Chicago School Board's mandated program for community participation in local school affairs, and (3) by the deepening awareness and growing acknowledgment of the crucial role of the local school administrator, as a facilitator or as an obstructionist, in the implementation of any community-participation-in-the-local-schools program.

Since principals were recognized as most significant field practitioners in the implementation of a policy of community participation in local school affairs, the cognitions and assessments of principals were regarded to represent most cogent areas of inquiry in realizing effective and efficient school-community relations. The information that the research was to supply promised to provide helpful

insights into the principals' impact on the implementation of the participation policy, as well as into the possible causes of negative impact.

The examination of the stances of the district superintendents and of the local school council leaders promised to furnish further insights into the subject of community participation, by identifying and analyzing the contextual climate in which principals operated, specifically, by assessing (1) the way superintendents and local leaders--as the significant others--viewed community participation in theory and in practice, and (2) the way superintendents and local leaders perceived the roles of the principal, the School Board, and the local community in the implementation of the policy of participation.

Since a high degree of agreement among the participants on the major premises of a policy was believed to be essential for a successful implementation of such a policy, any dichostasy among the three groups of respondents on the theory and practice of community participation, and the roles of the administrator, the School Board, and the community in the implementation of the participation policy, would be indicative of conflict among the three significant groups--a conflict of either an overt or a covert nature. The identification of conflict, and especially the source(s) of conflict, were expected to provide assistance in gaining new ideas for the promotion of more positive interaction in the area of community participation among the three groups.

Such findings were to provide most valuable feedback to the school policy makers in the charting of subsequent action, in view of identified conditions, needs, assessments and expectations. The expectation was also that the findings of the study would be used as reference points by school boards, as well as by higher institutions, in the planning of pre-service and in-service professional programs in the area of community involvement, which could be made more relevant and beneficial if based upon an identification of real conditions and needs.

Finally, the expectation was that the findings might have a constructive impact on the practicing, as well as aspiring, principals, who would be more able to assess critically personal stands, and might serve as a guide not only to principals of more traditional orientations, but to the fast-moving, eager advocates of greater community involvement in the affairs of the local schools.

The Hypotheses

The following hypotheses were developed in order to test the stances of principals, district superintendents, and local school council leaders on the theory and practice of community participation in local school affairs, and on the roles of the principal, the School Board, and the local school community in the implementation of the participation policy:

1. In their stances regarding the theory of community participation in the affairs of the local schools,

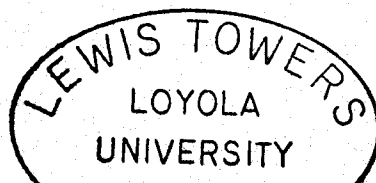
there will be a significant difference among principals, district superintendents, and local school council leaders.¹

2. In their assessments of the workability of local school councils in the practice of community participation in local school affairs, there will be a significant difference among principals, district superintendents, and local school council leaders.
3. There will be a significant difference between (1) the principals' stance on the theory and their stance on the current practice of community participation in local school affairs, (2) the district superintendents' stance on the theory and their stance on the current practice of community participation in local school affairs, and (3) the local school council leaders' stance on the theory and their stance on the current practice of community participation in local school affairs.
4. There will be a significant difference among principals, district superintendents, and local school council leaders regarding the bases on which they accept or reject community participation in local school affairs.
5. In their assessments of the principal's crucial role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.
6. In their assessments of the Chicago School Board's and the central administration's supportive role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.

Limitations and Delimitations

The limitations of the study were the ones inherent

¹Hypothesis One dealt exclusively with the "what" of the respondents' stances, while Hypothesis Four dealt primarily with the "why" or the reason(s) respondents' gave for their acceptance or rejection of community participation in local school affairs.



in the questionnaire and interview methods. The hope was that the assurance of complete anonymity promised in the questionnaire would encourage more openness and elicit more accurate responses, while the use of the interview method would verify and supplement the data of the questionnaire.

The study was delimited to elementary and to high school principals who had actively served for not less than half-a-year as heads of schools in the Chicago Public School System.

The findings reported in the present study were generalized only to the district making up the population of this research, namely the Chicago School District. To the extent that other large cities contained characteristics similar to those of the Chicago sample, the findings might be applicable to them.

Definition of Terms

1. Areas of Participation - the four general areas of school affairs where community involvement was possible: Personnel, Curriculum, Policies and Procedures, and Finance.

a. Curriculum, Area of - one of the four areas of local school affairs where community involvement was possible. Concern here was with matters dealing with courses of study, and more generally with the what and how of education (see appendix A for a list of the specific items under the area of Curriculum).

b. Finance, Area of - one of the four areas of local school affairs where community involvement was

possible. Here concern was with matters dealing directly with the monetary aspects of the school (see appendix A for a list of the specific items under the area of Finance).

c. Personnel, Area of - one of the four areas of local school affairs where community involvement was possible. Concern in this area was with matters dealing directly with the school staff, e.g. the selection, transfer, evaluation, and dismissal of staff--professional and paraprofessional--(see appendix A for a list of the specific items under the area of Personnel).

d. Policies and Procedures, Area of - one of the four areas of local school affairs where community involvement was possible. Concern here was with matters dealing with the daily operation of the school (see appendix A for a list of the specific items under the area of Policies and Procedures).

2. Community Control - a form of community involvement in local school affairs where the community board or authority (such as the local school council) had full fiscal, programmatic, and hiring authority, within the limits of the State laws and municipal regulations, as well as any other agencies with which the local community board or authority had to deal (e.g. the teachers union).¹

¹Final Report of the Task Force on Urban Education
....., p. 271.

3. Community Involvement - a very broad term, generally understood to mean a higher degree of involvement by community residents in the operations of a school or sub-system than was typically accorded to neighborhood parents and leaders. As such, the term encompassed various kinds and degrees of community involvement in the affairs of the local schools, from participation (perceived as a temperate degree of community involvement) to control (perceived as the most intense degree of involvement).¹

4. Community Participation - a temperate or mild degree of community involvement in local school affairs, where a combination of advisory and policy-making functions was possible. The understanding was that the effectiveness of the participation form of involvement was closely related to the local school administrator's degree of concern and support of such effort, as well as to the central administration's or the school board's willingness to go along with plans and recommendations proposed by the local school-community.²

5. Components of the Participation Practice - the various aspects of the participation practice, which were identified in the review of the related professional literature and research (see pages 7, 14 through 26, and chapter III), and whose individual consideration facilitated the further examination of the respondents' stances on the practice of

¹Ibid., pp. 269-270.

²Ibid., p. 270.

community participation in local school affairs.

- a. Structure Component - one of the components or aspects of the community-participation-in-the-schools practice that was investigated in order to probe into the respondents' stances regarding the efficiency of the participation practice. The structure aspect of the participation practice dealt with matters like council membership representation, guidelines delineating functions and responsibilities of members, and the definition of roles of participants (see appendix A for a list of the specific items considered under the Structure Component of the participation practice).
- b. Operation Component - one of the components or aspects of the practice of community participation in the affairs of the local school which was investigated for the purpose of probing into the respondents' stances regarding the efficiency of the current participation practice. The Operation aspect of the participation practice dealt with matters like representative attendance at meetings, participation in the decision-making process, informed membership, and capable membership (see appendix A for a list of the specific items considered under the Operation Component of the participation practice).
- c. Accomplishment Component - one of the components or aspects of the practice of community participation

in the affairs of the local school which was investigated for the purpose of probing into the respondents' stances regarding the efficiency of the current participation practice. The Accomplishments aspect of the participation practice dealt with matters relating to the end result, like the value of feedback, if any, and the value of contributions, if any, in the various areas of participation, that is, Personnel, Curriculum, Policies and Procedures, and Finance (see appendix A for a list of the specific entries under the Accomplishments Component of the participation practice).

d. Firmness-of-Practice Component - one of the components or aspects of the community-participation-in-the-schools practice, which was investigated for the purpose of probing into the respondents' stances regarding the state and efficiency of the current participation practice. The Firmness or Solidarity aspect of the participation practice dealt with the beliefs of the respondents regarding the present status of the Local School Council as a consistent and active agent for community participation in the affairs of the local school (see appendix A for the specific entry under the Firmness-of-Practice Component of the participation practice).

e. Future-as-Present Component - one of the components of the practice of community participation in

local school affairs that was investigated for the purpose of probing into the respondents' stances regarding the state and efficiency of the current participation practice. The Future-as-Present aspect dealt with the desires of the respondents regarding the future status of the Local School Council, and hence of the participation practice (see appendix A for the specific entry under the Future-as-Present component of the participation practice).

f. Future-with-Increase Component - one of the components of the participation practice that was investigated for the purpose of probing into the respondents' stances regarding the state and efficiency of the current participation practice. The Future-with-Increase aspect of the participation practice dealt with the desires of the respondents regarding the future status of the Local School Council, and hence of the participation practice (see appendix A for the specific entry under the Future-with-Increase Component of the participation practice).

6. Dichostasy - a standing apart, dissension.¹

7. District Education Council - a model of community participation at the district level. The District Education Council was to the district what the Local School Council was to the local school

¹The Oxford English Dictionary, Volume III (1961), s.v. "Dichostasy."

8. District Superintendent - the administrative head of any of the administrative districts of the Chicago Public School System.

9. Elementary School - any school which contained any combination of grades kindergarten to eight.

10. High School - any school which contained any combination of grades nine to twelve.

11. Local School Community - the community within the attendance district of the school.

12. Local School Council (LSC) - the officially recognized (by the Chicago School Board) model of the Chicago School System for community participation in the affairs of the local school. (For further description see appendix C.)

13. Local School Council Leader (LSCL) - any member of the Local School Council, preferably one who had served as an officer of the Local School Council.

14. New Method of Principal Certification Procedure - the certification which was contingent upon the successful completion of written and oral examinations that emphasized skills and competencies in (1) public school administration, (2) public school supervision, (3) principles of learning and child development, and (4) communication. Extra points were given to the applicants for certain kinds of on-the-job experiences. The new method became effective in 1970.

15. New Method of Principal Selection Procedure - the selection which was made by the Local School Council of the school seeking a principal. Selected persons were recommend-

ed by the staff to the School Board for assignment. The new method became effective after 1970.

16. Old Method of Principal Certification Procedure - the certification was contingent upon the successful completion of the written and oral examinations that emphasized skills and competencies in school administration and supervision, and proficiency in the content areas of science, mathematics, English, and social studies. No extra points were given for experience. The old method was effective prior to 1970.

17. Old Method of Principal Selection Procedure - recommendations for principals' assignments were made to the School Board by the staff from a list which contained all names of candidates sequenced by the mark received on the examinations. Under the old method, candidates with higher marks were assigned first. The old method was effective prior to 1970.

18. Participation Practice - the practice of community participation in local school affairs.

19. Principal, Elementary - local level school administrator of any school which contained any combination of grades kindergarten through eight.

20. Principal, High School - local level school administrator of any school which contained any combination of grades nine to twelve.

21. Stance - a mental position adopted with respect to

something.¹ *Στάσις*, the Greek word for stance, was defined as "position, opinion of a philosopher.....moral, social, political position."² It was the intention of the research paper to deal primarily with the intellectual rather than the emotional responses of the respondents. As such, the term "stance" as defined above appeared most appropriate.

¹The Random House Dictionary of the English Language, (1967), s.v. "Stance."

²A Greek-English Lexicon, compiled by Henry George Liddell D. D., revised and augmented (1951), s.v. "*Στάσις*."

CHAPTER II

REVIEW OF RELATED RESEARCH

Though the notion of lay involvement in the affairs of the local schools was far from new, students in the field were acknowledging the fact that in recent years--starting more specifically with the latter years of the past decade--the practice of community involvement in the affairs of the local schools had reached new levels of popularity. Such popularity appeared more pronounced in the big urban centers, where the practice was finding some definite expression under any one of the involvement patterns recognized as participation, partnership and control.

A great number of research studies conducted during the same period sought to investigate various aspects of the notion and of the practice of community involvement in the affairs of the local schools. A review of such relevant research was deemed essential in providing necessary background information for the present study.

Several research studies in the area of community involvement in local school affairs dealt--either exclusively or partially--with the perceptions of concerned groups regarding community involvement, as well as the perceived effectiveness of the given models for such involvement, and sought to examine possible assets and pitfalls in the imple-

mentation attempts for community involvement in the affairs of the local schools.

As early as 1967 a study by May sought to investigate the effectiveness of local school committees in four County Unit School Districts in Oregon, as assessed by school administrators, school board members, local school committee members, and laymen who were officers in service organizations. The study was of particular interest because of the administrators' assessments on the one hand, and the scope of criticism, which bore striking similarities to the current criticism of local school councils, on the other.

The findings indicated that although local school committees were not perceived as very effective by the majority of the respondents, a majority of the school board members and the local school committee members, viewing LSCs as necessary to the school district operation, recommended that the functions of the local committees should be maintained as were, or increased in scope, while a majority of the administrators recommended the elimination of the committees.¹

A study by Keith, whose purpose was to analyze the recommendations made by inner city residents of Indianapolis for improving school and community services, and to test the validity of the recommendations according to current conditions in the area, concluded that residents' recommendations were found to have considerable validity. Research evidence

¹May, "A Study of the Perceptions of Effectiveness of Local School Committees in Four County Unit School Districts in Oregon," p. 98A.

revealed that although many of the needs of the disadvantaged communities were regarded as "common knowledge," the involvement of residents resulted in more appropriate planning by (a) encouraging better communication, (b) generating more precise assessment of needs and types of services and activities desired by individual communities, and (c) encouraging community pride.¹

A study by Williams, whose purpose was to investigate the community planning process known as Education Facilities Charrette--a process considered by several to have the potential of encouraging community participation and restoring local control, based on the theory that local citizens would become involved if they perceived that such participation would have an effect on the decision outcomes of a given endeavor--concluded that there was adequate leadership among the lay community that had the capability to generate creative and sophisticated ideas for the improvement of educational programs.²

A study by Kinney, seeking to determine whether involvement with citizens' school committees changed the principals' perceptions of citizens participation in school affairs,

¹Leroy Keith, "An Analysis of Recommendations Made by Inner City Residents of Indianapolis for Improving Schools and Community" (Ed.D. dissertation, Indiana University, 1970) Dissertation Abstracts, XXXI (Ann Arbor: Xerox University Microfilms, Inc., 1971), p. 5710A.

²Robert Dale Williams, "The San Francisco Charrette: A Case Study of Community Involvement in Educational Planning" (Ed.D. dissertation, Stanford University, 1970) Dissertation Abstracts, XXXI (Ann Arbor: Xerox University Microfilms, Inc., 1971), p. 5742A

particularly in regard to (a) the capabilities of citizens to diagnose school problems, (b) the interest and willingness of citizens' committees to become involved deeply enough for making appropriate judgments about school problems, and (c) the extent to which opinions and judgments of the community should be sought in school affairs, reached some interesting conclusions from which important inferences could be drawn.

Findings of the study indicated that urban principals demonstrated a significant negative change on both the capability and interest of communities, and a significant positive change on the extent, with the urban elementary principals as a sub-group showing a significant negative change on interest, and no significant change on either of the other two dependent variables, and the urban secondary principals showing significant positive change on extent, no significant change on interest, but a significant negative change on capability.¹

One could explain the significant positive change of the respondents on the extent variable as indicative of the respondents' perceptions of the potential contributions communities could make.

A study by Linick, designed to explore the potential of school advisory councils to reduce conflict and to promote change, concluded that through the school advisory council a vehicle had been provided for the exchange of ideas, and

¹Kinney, "Principal's Perception of Citizen School Study Committees," p. 529A.

for partially meeting the need for participants to be part of the decision making process, thereby succeeding in reducing conflict and promulgating change.¹

During the same year a study by Tisdale, dealing with the organizational structures and the operational patterns of school-community advisory groups in the elementary schools of the Los Angeles Unified School District, and examining the perceptions of the principals in this area, found out that principals of schools without organized advisory councils considered the formation of advisory groups as too time consuming, while such factors as lack of community leadership, lack of guidance for principals in forming school-community advisory groups, the requirement for night meetings, and the insufficient support from the school staffs were viewed as additional roadblocks on the way to building school advisory groups.²

Linscomb's study, conducted also in 1971, sought to examine community participation in school affairs through community advisory councils in the Watts area of Los Angeles. Principals, teachers, advisory council chairmen, and community members were involved in producing the data of the study. Findings indicated, among other things, that community advi-

¹Herbert Linick, "A School Advisory Council as a Mechanism for Change and Reducing Conflict" (Ph.D. dissertation, U.C.L.A., 1971) Dissertation Abstracts, XXXII (Ann Arbor: Xerox University Microfilms, Inc., 1972), pp. 5505-06A.

²Tisdale, "A Survey of Organizational Structures and Operational Patterns of School-Community Advisory Groups in the Elementary Schools of the Los Angeles Unified School District," p. 4315A.

sory councils were used as means for participation in school affairs by inner-city people, and that community leadership was developed by training and the successful accomplishments of the advisory councils.¹

A study by Sedlack, whose purpose was to analyze the local school councils' operations and to examine the local school principals' evaluations of the local councils, found out that although local school councils did identify local school needs and presented such needs to the district education councils, along with suggested solutions, principals evaluated the local school councils as slightly valuable in the operation of the schools. The study also concluded that the councils' participation in decision making was minimal, because the councils lacked knowledge in the areas in which they might share in decision making, and because the School Board still reserved to itself the right to final decisions.²

A study by Archer, conducted in 1973, found out that advisory councils displayed variations in regard to the participatory skills they possessed, and concluded that there was very little specific evidence that advisory councils were a significant source of information feedback from the communi-

¹Linscomb, "The Structures and Organizations of Successful Advisory Councils in an Inner-City Area of the Los Angeles City Unified School District," p. 4290A.

²John William Sedlack, Jr., "An Analysis and Evaluation of Local School Council Guidelines Established by the Chicago Board of Education" (Ed.D. dissertation, University of Northern Colorado, 1973) Dissertation Abstracts, XXXIV (Ann Arbor: Xerox University Mikrofils, Inc., 1973), pp. 6920-21A.

ty to the principal.¹

A study by McKenna, whose purpose was to develop a model to determine the effectiveness of the school-community advisory councils in the Los Angeles Unified School District, found out that in the majority of the cases there were no observable effects of the school-community advisory councils on the school or on the educational environment. Such findings stood in contrast to some other findings of the same study which indicated (a) that the function of the council was to provide school administrators with means to assess community attitudes and to allow interaction between school and community, (b) that the school-community advisory council was a satisfactory means for providing lay involvement in the decision making process for the Los Angeles Unified School District schools, and (c) that the majority of interviewers were satisfied that their councils were effective.²

Tirozzi, in examining the perceptions of three groups of administrators concerning the expectations of school administrators in regard to the involvement of school-community advisory councils in the educational decision making process, found out that the councils were perceived as having the potential to increase communication and understanding, and to

¹Archer, "The Management of School-Community Advisory Councils by Elementary Principals," pp. 3725-26A.

²Mary Frances McKenna, "A Model to Determine Effectiveness of School Community Advisory Councils of the Los Angeles Unified School District" (Ed.D. dissertation, University of Southern California, 1973) Dissertation Abstracts, XXXIV (Ann Arbor: Xerox University Microfilms, Inc., 1974), p. 3774A.

foster positive attitudes between school and community, thereby making the board more responsive to the community, and the community and teaching staff more involved in the educational decision making.

The author also found that administrators perceived councils as having the potential to improve the ability of community school directors and central office administrators in the discharge of duties and responsibilities, and that councils would not handicap the effectiveness of local school administrators in administering their school programs. Indeed, councils were perceived as valuable and important components of the school district, able to contribute to the improvement of the school's total educational program.

A most significant finding of the study was that all three groups of administrators perceived a minimal degree of involvement for school-community advisory councils in matters relating to personnel, curriculum, budget, and in-service training, while the highest degree of involvement was perceived in areas "outside" of the school and in activities which take place "after" school.

The study pointed also to a number of pitfalls of school-community advisory councils, such as (a) the councils growing into "power groups" and thus becoming vehicles for community control of schools, (b) the councils not being truly representative of the communities they serve, (c) the councils becoming dominated by self-interest groups, desirous of "doing their own thing," and (d) the councils not

maintaining the advisory role.¹

A study by Bernero, also conducted in 1973, sought to examine the attitudes and reactions of a select group of urban elementary teachers to the concept of community control, and to compare teacher attitudes and reactions to the attitudes and reactions of administrators and community residents. Findings indicated that there was a heavy negative response to community control from all teachers of both the majority and minority ethnic groups, though the Spanish subgroup displayed greater sympathy with the movement toward control than the other minority groups. Indeed, Bernero's study indicated that a negative correlation was found to exist between teachers' professed exposure to community control and the teachers' approval of it. An interesting finding was that although teachers possessed a positive attitude toward the notion of community control, teachers were in opposition to the reality of control.

The study also indicated that opposition to the subareas of community control was lessening as such areas were removed from the professional life of the teacher. Finally, findings of the study showed that administrators and teachers were in close agreement in regard to their attitudes and reactions to community control, while a schism was evident

¹Gerald Nicholas Tirozzi, "An Assessment of the Expectations of School Administrators Concerning the Involvement of School-Community Advisory Councils in the Educational Decision-Making Process" (Ph.D. dissertation, Michigan State University, 1973) Dissertation Abstracts, XXXIV (Ann Arbor: Xerox University Microfilms, Inc., 1974), pp. 5556-57A.

between professionals and community residents.¹

A study by Malles sought to assess the perceptions of teachers, administrators, and community council members as to the role of the school-community council in educational decision making. Participating in the study were nine elementary school-communities, three from each of the three administrative areas of the Chicago School System. Of the 260 subjects, 164 were teachers, 85 were parent-council members, and 11 were administrators.

Evidence from the data of the study showed that the three groups were in general agreement as to the perceived REAL role of the school community council in educational decision making. Such perceptions indicated that the councils had NO or MINOR influence. Significant differences were reported among the three groups for the IDEAL influence of the councils, with the parents favoring greater Ideal Major influence levels than did teachers or administrators in most key issues. Approximately, sixty percent of the parents responded for more community participation in educational decision making, while the percent of both administrators and teachers responding similarly was only thirty percent. Differences in the respondents' perceptions were pronounced in

¹James Anthony Bernero, "A Critical Study of the Attitudes and Reactions of a Select Group of Urban Elementary Teachers to the Concept of Community Control with a Comparison of Their Reactions to Those of Administrators and Community Residents" (Ed.D. dissertation, Loyola University of Chicago, 1973) Dissertation Abstracts, XXXIV (Ann Arbor: Xerox University Microfilms, Inc., 1973), pp. 1013-14A.

other areas also: approximately sixty-seven percent of the parents recognized the council membership as representative of the local community, as did but twenty-three percent of the teachers and administrators; approximately seventy percent of the parents perceived the councils as having contributed to the improvement of educational programs, as did but a fifteen percent of the teachers and fifty percent of the administrators.¹

A study conducted by Hammonds in 1974 attempted to analyze the views on community participation under decentralization of those directly involved in the school affairs of one Detroit high school. There was unanimous agreement in the responses of all categories of respondents--students, staff and community people--that increased community participation in the school would produce positive educational outcomes, and that greater community participation was a precondition for improvement at the school under study. Lack of consensus was reported regarding the appropriate role of community people in school affairs, and the supportive or antagonistic attitudes of the community towards the school, as well as the results of the present level of

¹James Emery Malles, "Perceptions of Teachers, Administrators and Community Council Members in Nine Select Elementary School-Communities of the Chicago Public Schools as to the Role of the School-Community Council in Educational Decision-Making" (Ed.D. dissertation, University of Illinois at Urbana-Champaign, 1974) Dissertation Abstracts, XXXV (Ann Arbor: Xerox University Microfilms, Inc., 1975), pp. 7566-67A.

community input.¹

Another study, conducted by Caldwell, had as a major purpose the assessment of the perceptions of school administrators concerning school-community advisory councils in educational decision making. Respondents included superintendents, community school principals, and community school directors, all of whom had worked actively with school-community advisory councils. Data collected showed administrators' perceptions of the actual and ideal functions of the councils, as well as the perceived effectiveness of the councils (a) on school-community relations, (b) on educational decision-making, and (c) on administrative effectiveness.

Significant differences were reported in the perceptions of the functions and potential effectiveness of advisory councils between the principals and the superintendents on the one hand, and the community school directors on the other. Findings showed that the community school directors --the very practitioners who worked most closely with the school-community advisory councils--consistently viewed the functions and effectiveness of the councils more favorably than the other two groups of respondents, who were more influential hierarchically. In analyzing the perceptions of the actual functioning of the councils with the ideal poten-

¹Robinson Roy Hammonds, "A Case Study of the Views of Key Participants in Local School Affairs Relative to Community Participation Under Decentralization" (Ph.D. dissertation, The University of Michigan, 1974) Dissertation Abstracts, XXXV (Ann Arbor: Xerox University Microfilms, Inc., 1975), p. 4907A.

tial for functioning, all groups of respondents indicated that there was a great need for improving current practices.¹

A study by Martin, in which the researcher sought to examine the perceptions of principals and advisory council chairmen regarding the role and effectiveness of school advisory councils, found out that there was a significant difference of perceptions between principals and advisory council chairmen regarding the role of the school advisory councils. Indeed, significant differences were revealed in regard to the functions of councils as advisory only, and over the areas and extent of involvement. Regarding the effectiveness of the school advisory councils the perceptions of the two groups of respondents did not differ significantly except (a) in their regard of community apathy as the greatest deterrent to school advisory council's effectiveness, (b) in their evaluation of extensive non-member participation as enhancing school advisory council effectiveness, and (c) in their stand that member selection could determine the entire success or failure of the school advisory council.²

A study by Buechler endeavored to determine the

¹Thomas Paul Caldwell, "An Assessment of Perceptions of Arizona Community School Administrators Concerning School-Community Advisory Councils in Educational Decision-Making" (Ph.D. dissertation, The University of Michigan, 1974) Dissertation Abstracts, XXXV (Ann Arbor: Xerox University Microfilms, Inc., 1975), pp. 4061-62A.

²D. R. Martin, "The Role and Effectiveness of School-Community Advisory Councils as Perceived by Principals and Advisory Council Chairmen," p. 761A.

perceptions of community council members and school administrators regarding the functions of school community councils, as well as the activities school community councils engaged in and the degree of success. Both community council members and administrators indicated that the council structure had improved the involvement of community with the school, but community council members agreed that the council plan had not resulted in an overall improvement in the operation of the school. Both groups of respondents agreed on the functions of the community councils.¹

A study by Welsh, whose purpose was to determine the role and functions of the Los Angeles Unified School District's secondary school-community advisory councils in the 1973-74 school year, as perceived by principals, teachers, community persons and students, found out that participants in advisory councils believed strongly that their membership and endeavors were worth while, and that the advisory council establishment had improved the quality of education and the school program.²

Brickman's study sought to determine the differences

¹Ernest Peter Buechler, "An Analysis of the Function of the Community Council in Region One Elementary Schools in Detroit" (Ed.D. dissertation, Wayne State University, 1974) Dissertation Abstracts, XXXV (Ann Arbor: Xerox University Microfilms, Inc., 1975), p. 4061A.

²Charles C. Welsh, "Alter Group Perceptions of the Los Angeles Unified School District's Secondary School Advisory Councils, 1973-1974" (Ed.D. dissertation, Brigham Young University, 1974) Dissertation Abstracts, XXXV (Ann Arbor: Xerox University Microfilms, Inc., 1974), p. 2618A.

and similarities in group perceptions of the value and progress of school-community advisory council participation in decision making in the Los Angeles Unified School District. The groups studied included teachers, administrators, classified personnel, P.T.A., and school-community advisory council members, each as it related to school level, school size, and student body ethnicity.

Data from the study indicated that school-based groups from white student bodies had a lower value perception and a lower progress perception than groups of black or Spanish surnamed student bodies, while school-based groups from black student bodies had a higher value perception than school-based groups from Spanish surnamed student bodies.¹

In reviewing the findings of the above studies on the perceptions of concerned groups regarding community involvement in local school affairs, one soon became impressed with some conflicting findings, often within the same study. Yet, a more thorough analysis of the findings pointed repeatedly to some definite consistency in the respondents' positions. Most respondents, critical as they appeared to be of the current practice of community involvement in local school affairs, seemed to generally favor better (meaning improved) and/or more involvement, with the professional respondents indicating a preference for a rather limited involvement, and in certain areas rather than in all areas, while the non-

¹Brickman, "Group Perceptions of School-Community Advisory Council Participation in Decision Making in the Los Angeles Unified School District," p. 6355A.

professional respondents were expressing most often a preference for more involvement and in more areas than current practice permitted. Also, though most respondents, of both the professional and non-professional categories, were acknowledging benefits deriving from the practice of community involvement in local school affairs, few, if any, were recognizing any direct and/or substantial benefits on the educational outcomes which could be attributed to such practice.

A number of research studies had also attempted to determine and examine perceptions on roles, functions, responsibilities, skills, and characteristics of the various participant agents in the school-community involvement effort. Some studies tried to examine the relationships among such participants, while others endeavored to determine the influence that participant agents had on each other and on the total effort of community involvement in local school affairs.

A study by Becerra, whose purpose was to identify perceptions held by school administrators and community representatives about each others' skills and readiness to be involved in participatory decision making for affecting educational practices, indicated significant differences between the two groups:

Disparities were identified in perceptions of each others' ability to understand their role, ability to distinguish between policy making and decision making, group representativeness, and their own ability to work in participatory decision making. Other areas showing disparities were in perceptions of functioning roles they were least and most prepared to perform, role responsibility and perceptions of obstacles to working in participatory

decision making.¹

The four main conclusions drawn from the results were:

(1) (S)chool administrators perceived themselves differently from community representatives as to their skills and readiness in participatory decision making, (2) the school administrators perceived themselves as being more effective than they were perceived by community representatives, (3) there is a need for organized training in preparing people for working in participatory decision making, and (4) negative attitudes are the greatest obstacles to working in a participatory decision making process.²

Harris, in examining citizen participation in the educational decision making process as perceived by parents from a lower socio-economic neighborhood, also drew some important and relevant conclusions:

. . . (G)enerally there is little agreement between professional educators and lay citizens about the assumption of complete responsibility by either group for selected educational tasks. Professional educators and lay citizens alike indicated that they favored a sharing of responsibility for most educational tasks. Teachers and parents both agreed that the technical aspects of teaching should be left to the discretion of the professional educators. Lay citizens indicated conclusively that they were more concerned about the establishment and shaping of educational policy than with the specifics of classroom activity. They also indicated a desire to be involved in varying degrees in all dimensions of the educational process.³

¹Becerra, "Role Perceptions of Administrators and Community Representatives in Participatory Decision Making," pp. 6887-88.

²Ibid.

³George Dewey Harris, Jr., "A Study of Citizen Participation in the Educational Decision-Making Process as Perceived by Parents from a Lower Socio-Economic Neighborhood" (Ph.D. dissertation, Michigan State University, 1970) Dissertation Abstracts, XXXI (Ann Arbor: Xerox University Microfilms, Inc., 1971), p. 3814A.

Sedlack, in the same study mentioned earlier, concluded that the apparent confusion about the council's role, which was by no means clearly or similarly perceived by all parties concerned, was a serious problem creating an impossible dilemma for local school principals.¹

McKenna, in investigating the judgements of principals and council chairmen of thirty-three selected schools in the Los Angeles Unified School District, in order to develop a model for determining the effectiveness of the school-community advisory councils, concluded that the function of the councils was "to provide school administrators with a means to judge community attitudes and to allow interaction between school and community."²

A study by Keeney, whose purpose was to determine and analyze the opinions of selected professionals and lay groups concerning the role of citizen advisory committees, concluded that principals "were less inclined to oppose participation, with some real responsibility, in actions concerning schools."³

¹Sedlack, Jr., "An Analysis and Evaluation of Local School Council Guidelines Established by the Chicago Board of Education," pp. 6920-21A.

²McKenna, "A Model to Determine Effectiveness of School Community Advisory Councils of the Los Angeles Unified School District," p. 3774A.

³Jerry Frederick Keeney, "A Study of Opinions Concerning the Role of Citizen-Advisory Committees Established in Section 49 of Article 77 of the Annotated Code of Maryland 1969" (Ed.D. dissertation, The George Washington University, 1972) Dissertation Abstracts, XXXIII (Ann Arbor: Xerox University Microfilms, Inc., 1972), p. 2652A.

Linick, in pointing to some variables which were found to have great significance in understanding advisory councils, concluded that the personalities of the participants, particularly that of the school principal, affect the results and influence the functions of the advisory groups.¹

Ferreira, in investigating a single parent group's perspective of educators, concluded that a principal's acceptance of parental participation was related to the principal's tolerance for ambiguity and awareness of complexity, and that a principal's behavior was a function of the principal's awareness of role expectations and personality needs.²

Jenkins, perceiving the presence of the school advisory councils as a potential source of challenge to the principals, examined the principal-advisory council relationship as it related (a) to the principals' conceptions of the principal's role vis-à-vis the council's role, (b) to the problems of authority principals had with the advisory councils, and (c) to the control strategies employed by principals in dealing with the authority problems.

Findings of the study indicated that principals perceived the principal's role as the legitimate decision maker

¹Linick, "A School Advisory Council as a Mechanism for Change and Reducing Conflict," pp. 5505-6A.

²Joseph Lewis Ferreira, "A Participant Observation Study of a Parent Group and Its Relationship with School Personnel and Community Forces in a Racially Mixed Urban Elementary School" (Ph.D. dissertation, Syracuse University, 1971) *Dissertation Abstracts*, XXXII (Ann Arbor: Xerox University Microfilms, Inc., 1972), pp. 4277-78A.

in the school, while viewing the role of the advisory council as not involved with making decisions, but only with indicating community opinion and providing support for the principal, the faculty, and the school.

In Jenkins' study principals were found to recognize that members of the council often held a community or political perspective on community participation not concurring with the principal's views, thus providing a challenge to the authority of the principal. Principals were also found to use several control strategies in order to manage the council members' impressions that the councils were involved meaningfully in decision making, and that the principals were the legitimate decision makers.¹

A study by Marmion, whose purpose was to establish associations between principals' characteristics and the advisory councils identified as highly effective at the end of the first year of district mandated advisory council activity, indicated that the principals were not in agreement as to what the principal's role in relation to the community should be. Interestingly enough, most principals did not perceive that an effective council was necessary to a continuation of their status as principals. Indeed, most principals in the study did not believe that there was pressing organizational or personal need for establishing a district

¹Jean Elizabeth Kohl Jenkins, "Control Strategies: Responses of Public School Principals to School-Community Advisory Councils" (Ph.D. dissertation, University of California, Los Angeles, 1974) Dissertation Abstracts, XXXV (Ann Arbor: Xerox University Microfilms, Inc., 1975). p. 6395A.

mandated advisory council at each school, and did not include effective advisory council activity in the definition of personal success.¹

A study by Bruce, recognizing as crucial the role of the principal in school community relations, sought to examine the expectations parents and professional staffs held of the elementary principals in this area. The study concluded that the majority of parents and teachers expected principals to encourage and foster parental involvement in school programs.²

William's study stressed the need for community participants to have feelings of trust and confidence in the school authorities.³ Archer's study indicated that conflict among participants was a major cause of non-success in school advisory council activities, and that strong personal leadership by the principal was the most important factor in the effectiveness of an advisory council. The study also concluded that the job enlargement of the principalship was inconsistent with reasonable expectations for administrative success.⁴ Linscomb's study concluded that school principals

¹Marmion, "The Relationship of School Principals' Characteristics to the Community Advisory Process," p. 4929A.

²Elkins Louis Bruce, Jr., "The Role of the Elementary Principal in School-Community Relations" (Ph.D. dissertation, University of Michigan, 1971) Dissertation Abstracts, XXXII (Ann Arbor: Xerox University Microfilms, Inc., 1972), p. 6026A.

³Williams, "The San Francisco Charrette: A Case Study of Community Involvement in Educational Planning," p. 5742A.

⁴Archer, "The Management of School-Community Advisory Councils by Elementary Principals," pp. 3725-26A.

were the primary resource persons to the councils, and as such influenced greatly advisory council decisions and activities.¹ While McKenna's study found that the climate created by the interaction between the principal of the school and the chairman of the council influenced to a significant degree the effectiveness of the council.²

Several research studies endeavored to determine current practices of community involvement in the affairs of the local schools, and sought to examine the structure and organization of community councils, as well as the areas and degrees of community involvement in local school affairs.

Linscomb's study showed that community advisory councils were used as the vehicle for community participation in school affairs by inner-city people in the Los Angeles Unified School District. Another finding of the study was that council leadership and membership came from the existing Parent Teacher Associations.³

In McKenna's study there was general agreement among the respondents as to the advisory function of the school community advisory council. Data also showed that the school community advisory council was considered as a satisfactory

¹Linscomb, "The Structure and Organization of Successful Community Advisory Councils in an Inner-City Area of the Los Angeles City Unified School District," p. 4290A.

²McKenna, "A Model to Determine Effectiveness of School Community Advisory Councils of the Los Angeles Unified School District," p. 3774A.

³Linscomb, "The Structure and Organization of Successful Community Advisory Councils in an Inner-City Area of the Los Angeles City Unified School District," p. 4290A.

means for providing lay involvement in the decision making process in the schools of the Los Angeles Unified School District. Another finding of the study was that the majority of councils had in common the structure of the group, while there was little similarity in the degree to which the councils compared in the areas of growth and productivity.¹

Sedlack's study found out that representation on the councils was limited, and as such the councils were of little real value to the schools. In addition, the study indicated that the council's participation in decision making was minimal, because of the limited involvement allowed by the Board of Education, and because of the councils' limited knowledge in the areas where shared decision could occur. The author also concluded that the limited importance of the councils' activities was the consequence of a lack of sustained leadership on the part of the principal, or any knowledgeable leadership in the area.²

Barber's study found out that the advisory committee was one of the citizen participation strategies occurring most frequently in the administration of educational programs, and that educational leaders with experience in citizen participation ranked advisory committee strategy as the most

¹McKenna, "A Model to Determine Effectiveness of School Community Advisory Councils of the Los Angeles Unified School District," p. 3774A.

²Sedlack, Jr., "An Analysis and Evaluation of Local School Council Guidelines Established by the Chicago Board of Education," pp. 6920-21A.

effective strategy.¹

On the other hand, a study by D. L. Martin concluded that, although advisory councils were instituted as a vehicle for active involvement of the community and the school staff in the decision making processes at the local school level, the vehicle was slow in meeting this objective.²

Research on the topic of community involvement seemed also to abound with recommendations for the improvement of the practice.

May, having concluded that the advisory functions of the local school committees should be broadened and formalized, recommended that for greater effectiveness more regular meetings should be planned, and more adequate communication systems should be established, so that local school committees might function from a sounder base of knowledge. The author also recommended that adequate guidelines should be developed to delineate carefully the functions of the local school committees.³

Keith, having found in an extensive study that

¹Daniel Maxfield Barber, "Effective Citizen Participation Strategies for Educational Leaders" (Ed.D. dissertation, Florida Atlantic University, 1974) Dissertation Abstracts, XXXV (Ann Arbor: Xerox University Microfilms, Inc., 1974), p. 2562A.

²Donald Laurence Martin, "School Community Advisory Councils and Their Relationship to Shared Decision-Making" (Ph.D. dissertation, Claremont Graduate School, 1974) Dissertation Abstracts, XXXV (Ann Arbor: Xerox University Microfilms, Inc., 1975), p. 7567A.

³May, "A Study of the Perceptions of Effectiveness of Local School Committees in Four County Unit School Districts in Oregon," p. 98A.

community residents' contributions were of considerable validity, recommended (a) maximum participation for low-income residents in planning programs for their communities, and (b) the involvement of greater numbers of community residents. Another recommendation was that outside consultants should help work out the details of programs recommended by residents, while follow-up committees should make certain that programs were implemented in accordance with recommendations made by the residents of the area.¹

A study by Harris, which examined the extent and quality of communications that existed between the residents of a lower socio-economic community in New Haven, Connecticut, and the neighborhood elementary school which the community children attended, and sought to determine the efficacy of the various systems through which lay citizens were influencing educational policy, recommended strongly the improvement of school-community communication techniques.²

Williams' study concluded that representation was a critical problem with local school councils, and recommended that much time and care should be given for the formation of an 'inclusive' council based upon a sound knowledge of the community. The study also indicated that the involvement of

¹Keith, "An Analysis of Recommendations Made by Inner City Residents of Indianapolis for Improving School and Community," p. 5710A.

²Harris, Jr., "A Study of Citizen Participation in the Educational Decision-Making Process as Perceived by Parents from a Lower Socio-Economic Neighborhood," p. 3814A.

community representatives required ample time for pre-planning and the sharing of information and decision making authority in a completely sincere and non-manipulative manner. Of great importance was that the intentions of those sponsoring community involvement should be perceived as sincere by the participants.¹

Pumphrey's study, which attempted to ascertain the organizational structures and processes through which constructive parental participation and decision making was accomplished by the use of advisory councils in selected elementary schools of the Los Angeles City School District serving emerging, middle-class, minority families, found out that advisory councils could be effective in promoting parent participation if such groups were voluntary, were allowed to make decisions of the type of organization, had elected parent officers, and were able to decide areas of discussion and areas of activities.²

Tisdale's study identified the need of guidance to principals in forming school advisory groups.³ Linscomb's

¹Williams, "The San Francisco Charrette: A Case Study of Community Involvement in Educational Planning," p. 5742A.

²Willard George Pumphrey, "The Structure and Organization of Successful Community Advisory Councils in an Emerging Middle-Class Area in the Los Angeles City School Districts" (Ed.D. dissertation, Brigham Young University, 1971) Dissertation Abstracts, XXXII (Ann Arbor: Xerox University Microfilms, Inc., 1972), p. 4304A.

³Tisdale, "A Survey of Organizational Structures and Operational Patterns of School-Community Advisory Groups in the Elementary Schools of the Los Angeles Unified School District," p. 4315A.

research pointed out that "inservice training was necessary to encourage participation by school staff members and to insure effective participation by community members."¹

Kinney's study, having found that involvement had brought about change in some instances in the principals' perceptions of citizen school committees, concluded that more involvement might bring change in more instances. As such, the recommendation of the study was that more time be provided for interaction between the school administrators and the local committees.²

Goff, in a study which sought to develop a model that would serve as a guide for educators interested in increasing public participation in school-community programs, pointed to "the necessity for a genuine desire on the part of boards of education, school administrators, teachers, and other school personnel, to involve the lay citizens in decisions related to evaluation and improvement of education for children."³ Thorough and continuous planning was also stressed in the study as a prerequisite for success.⁴

Larson's study, which sought to examine community

¹Linscomb, "The Structures and Organizations of Successful Community Advisory Councils in an Inner-City Area of the Los Angeles City Unified School District," p. 4290A.

²Kinney, "Principal's Perception of Citizen School Study Committees," p. 529A.

³Goff, "Recommendations for Inclusion of Citizens' Advisory Committees into a Total Program of School-Community Relations," p. 2644A.

⁴Ibid.

involvement in educational decision making in a Mexican-American community, made the following recommendations towards a more successful school-community involvement effort:

1. School systems should dispel any attitudes of paternalism on their part and work toward the concept of parity with the community group. 2. Advisory councils should include all segments of the community to be served by the results of any negotiations. 3. School systems should not present a plan, however appropriate it might appear, to be reacted to by an advisory council. 4. Negotiations should not be constrained by the pressure of time. 5. School systems should learn as much as possible, as objectively as possible, about the community with which they are negotiating. 6. Boards of Education should conceive policies on community advisory councils to present to such groups at their inception.¹

Keeney's study recommended that professional educators should develop policies and procedures, as well as administrative behavioral patterns, that would increase citizen involvement but retain professional control. Particularly, efforts should be continued to involve parents and citizen groups in curriculum planning activities, in order to stimulate interest and responsibility for involvement in this aspect of the educational program. Other recommendations of the study included the institution of cooperative discussions between concerned professional and lay groups to re-examine the roles of educators and to define the roles of advisory committees, and to seek consensus

¹Larson, "Community Involvement and Educational Decision making: The Development of a Mexican American Curriculum Office in the Toledo Public Schools," p. 532A.

about the areas of responsibility in which citizen advisory committees might function productively.¹

McKenna, in the study mentioned earlier, whose purpose was the development of a model for determining the effectiveness of the school-community advisory councils, recommended that the evaluation of the school-community advisory councils should be made on the basis of the structure, growth, and productivity of the councils, within the framework of the individuality of each school. The author further recommended that an investigation should also be made (a) of the reasons for any lack of total community participation, (b) of the principal's perceptions of his role as it related to the effectiveness of the council, (c) of the characteristics of the principal and the chairman of the council as they affected the interaction between the two persons, (d) of the necessary components in the interaction between the principal and the chairman of the council, (e) of the true representation of a diversified community in the structure of the council, and (f) of the effect that the transient membership had on the effectiveness of the council. The need for mutually understood definitions of roles of the principal and the chairman of the council was found to be of great significance to the effectiveness of the local council.¹

¹Keeney, "A Study of Opinions Concerning the Role of Citizen-Advisory Committees Established in Section 49 of Article 77 of the Annotated Code of Maryland 1969," p. 2652A.

²McKenna, "A Model to Determine Effectiveness of School Community Advisory Councils of the Los Angeles Unified School District," p. 3774A.

A study by Salmeron, whose purpose was to explore the areas of organizational behavior, decision making, and group interpersonal relations, in relation to community participation and the resulting change in the schools, indicated that it was imperative that the culture of the school and the culture of the community be seen in relation to the larger societal structure, since no one of the three variables could be understood without an understanding of the others.¹

Archer's study, having concluded among other things (a) that participative leadership was used by principals in successful council activities, (b) that the advisory councils possessed various levels of group participatory skills, and (c) that conflicts were a major cause of lack of success in school advisory council activities, made the following recommendations:

- (1) For in-service training of new principals the district should utilize the expertise of its successful career principals.
- (2) The principal's position should have a specifically defined authority in advisory council matters which will match its assigned responsibility.
- (3) There should be a thorough review of the purposes and functions of advisory councils and a clear distinction made between the concept of community participation and community control.
- (4) The evaluation of school-community advisory council should be the responsibility of the school principal . . .
- (5) The governing board should exercise extreme caution to avoid any dilution of its authority to govern the schools.
- (6) The in-service orientation of advisory council members should be

¹Rudolph Salmeron, Jr., "Participatory Encumbrances in the Culture of the School and Community" (Ph.D. dissertation, Northwestern University, 1973) Dissertation Abstracts, XXXIV (Ann Arbor: Xerox University Microfilms, Inc., 1973), p. 2991A.

adapted to the level in complexity needed for the abilities of the local council members.¹

Sedlack's study, having concluded from the analysis of the data that the local school councils' compliance with the Chicago Board of Education guidelines varied, recommended the employment of a compliance agent or agency whose purpose would be to improve the councils' compliance with the guidelines.²

Schram, having observed that the efforts of social planners to increase the quantity and quality of citizens' control over their lives had made little progress, conducted a study in order to increase understanding of the anatomy and dynamics of citizen participation and decision making, and to design strategies to nurture such participation. Her recommendations included (a) training programs for the learning of concrete skills of governance, (b) exposure to confrontations and negotiations, and (c) exposure to intensive group relationships where members receive information and give opinions through a variety of possible methods.³

Husarik, Jr., in a study whose purpose was the

¹Archer, "The Management of School-Community Advisory Councils by Elementary Principals," pp. 3725-26A.

²Sedlack, Jr., "An Analysis and Evaluation of Local School Council Guidelines Established by the Chicago Board of Education," pp. 6920-21A.

³Schram, "The Anatomy of Citizen Participation: A Study of the Participation Activities and Ideology of Citizen Decision-Makers in Community-Controlled Day Care Centers," p. 2551A.

formulation of guidelines for lay involvement in educational planning, pointed to the importance (a) of a specific planning model for problem solving needs for the participants to follow, (b) of comprehensive orientation sessions for lay leaders by school officials on the goals, purposes and outcomes of the participation effort, and (c) of in-service to participants on how to serve as officers of meetings and on how to deal with confrontations.¹

Caldwell's recommendations included (a) the promotion of the conditions for more cooperation and understanding through an increase of the participants' in-service training experiences, and (b) the more active involvement of superintendents and principals with advisory councils, not from a position of authority, however, but from a position of citizens equally interested in developing better schools.²

Brickman's recommendations for improving the decision making process function of the school-community advisory councils included improved communication structures, flexibility in structure, in-service training of new members, mandated attendance for all school personnel, and more participation in the selection of all new school

¹Husarik, Jr., "A Study of Lay Citizen Leadership in Project Unite: Columbus Public Schools, August, 1971 through August, 1972," p. 2215A.

²Caldwell, "An Assessment of Perceptions of Arizona Community School Administrators Concerning School-Community Advisory Councils in Educational Decision-Making," pp. 4061-62A.

personnel.¹

Marmion's study pointed out that for more effective advisory councils, attention should be given to community responsibilities of principals in the administration credentialing programs and job descriptions, and recommended the exposure of candidates for the principalship to experiences with community responsibilities. Other recommendations of the study were early retirement programs for principals who were unable or unwilling to assume leadership in community-school relations, and the assignment of sufficient district staff and resources to the in-service, publicity and other needs of community advisory councils.²

D. R. Martin's major recommendation was that members of the school advisory councils be elected rather than appointed. Other recommendations of the study included the development of suitable evaluation instruments by all school districts having school advisory councils, for the purpose of determining annually the effectiveness of such councils, and the development of handbooks which delineated school advisory council roles, provided resource materials, and contained guidelines for the informal evaluation of the

¹Brickman, "Group Perceptions of School-Community Advisory Council Participation in Decision Making in the Los Angeles Unified School District," p. 6355A.

²Marmion, "The Relationship of School Principals' Characteristics to the Community Advisory Council Process," p. 4929A.

councils' effectiveness.¹

Welsh recommended that principals should be encouraged to share more the decision making function with the schools' advisory councils, but indicated that principals should retain the final responsibility for decisions that affect the schools. The author also recommended pre-membership orientation for newly elected council members in the principles and goals of school-community advisory councils.²

Finally, D. L. Martin recommended that in evaluating the performance of the councils the criteria for effectiveness ought to be explicitly stated, and a differentiation should be clearly made between low priority items of little consequence, and high priority items such as personnel, budget, and curriculum. Also, clear lines should be drawn between what councils did and what was really important. Such lines, the author believed, would help put to rest the notion that councils had been drawn into meaningless tasks designed to prevent attention to vital governance concerns.³

On the whole, then, conclusions of the research studies on community involvement in local school affairs leaned heavily towards participation--the most temperate

¹D. R. Martin, "The Role and Effectiveness of School-Community Advisory Councils as Perceived by Principals and Advisory Council Chairmen," p. 761A.

²Welsh, "Alter Group Perceptions of the Los Angeles Unified School District's Secondary School Advisory Councils, 1973-1974," p. 2618A.

³D. L. Martin, "School Community Advisory Councils and Their Relationship to Shared Decision-Making," p. 7567A.

degree of involvement--and the advisory functions of the councils, while the recommendations for the improvement of the current participation practice attempted to meet the needs (a) for regular council meetings, (b) for more adequate communication systems, (c) for adequate guidelines delineating functions and describing the roles of all participant agents, (d) for true representation of community residents in the council, (e) for the use of consultants and experts, (f) for pre-planning as well as continuous planning, (g) for the sharing of information and decision making authority among participants in a totally sincere and non-manipulative manner, (h) for genuine intentions and support from boards of education and professional educators, (i) for appropriate pre-membership orientation of new members in the principles and goals of school-community advisory councils, (j) for inservice training for all participants, (k) for better preparation of principals in the area of community responsibilities, (l) for mutually understood and accepted definitions of roles, (m) for mandated attendance and a compliance agent, (n) for suitable evaluation instruments for determining the effectiveness of local councils on a regular basis, and (o) for council involvement with high priority items.

Thus, apart from the findings and conclusions of the research studies on community involvement in local school affairs, the great abundance of recommendations for the improvement of the involvement practice was indicative of

the researchers' positive and firm stands on community involvement in local school affairs. The very nature of the recommendations pointed also to a concern for the establishment--indeed the firm establishment--and not the dilution of the practice of community involvement in local school affairs.

CHAPTER III

RESEARCH METHODOLOGY

The study was undertaken in order to identify the stances of selected Chicago public school principals on the theory and on the current practice of community participation in the affairs of the local schools, to examine the principals' stances on the roles of the principal, the School Board, and the community in the implementation of such policy, and to compare each of the principals' stances to the corresponding stances of the district superintendents and local school council leaders.

Certain demographic variables of administrators and of school-communities were also selected for examination in order to determine whether a pattern and/or a trend was evident between these variables and the stances of the respondents. Selected demographic variables included the following:

- (a) Racial-ethnic composition of the school
- (b) Type of school--K to 6, K to 8, regular high
- (c) Socio-economic status of the school
- (d) History of local school-community situation, and district-community situation
- (e) Sex of the respondents
- (f) Racial-ethnic background of the administrators

- (g) Years of service in the administrative field
- (h) Method of principal certification and principal selection procedures
- (i) Aspirations for administrative advancement

Six main hypotheses were developed in order to test the stances of the principals, district superintendents, and local school council leaders on the theory and on the practice of community participation in local school affairs, and on the roles of the principal, the School Board, and the local school community in the implementation of the participation policy:

1. In their stances regarding the theory of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.
2. In their assessments of the workability of local school councils in the practice of community participation in local school affairs, there will be a significant difference among principals, district superintendents, and local school council leaders.
3. There will be a significant difference between (1) the principals' stance on the theory and their stance on the current practice of community participation in local school affairs, (2) the district superintendents' stance on the theory and their stance on the current practice of community participation in local school affairs, and (3) the local school council leaders' stance on the theory and their stance on the current practice of community participation in local school affairs.
4. There will be a significant difference among principals, district superintendents, and local school council leaders regarding the bases on which they accept or reject community participation in local school affairs.

5. In their assessments of the principal's crucial role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.
6. In their assessments of the Chicago School Board's and the central administration's supportive role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.

The Sample

The sample of the study included 123 Chicago public school principals, 128 local school council leaders, who were drawn from the school-communities of the selected school principals, and all 25 district superintendents of the Chicago Public School System.

Participating principals were drawn from regular elementary schools and general high schools, which were identified as predominantly Caucasian, Black, Hispanic, and Integrated, based on the students' racial-ethnic backgrounds. The reason for such selection was the intent to investigate possible variations in the respondents' stances in relation to the schools' racial-ethnic compositions.

In order for a school to qualify for inclusion in one of the three categories of Caucasian, Black, and Hispanic, a 70 percent or more of the student population of the school had to fall under the same category. Such selection standard ensured that the social milieu of each of the schools was dominated by one ethnic or racial group,

thus making the school most representative of the particular group under examination. The Integrated school was defined as any school with a student population comprised of all three racial-ethnic categories, none of which represented 50 percent or more of the population of the school.

Since the racial-ethnic backgrounds, as well as the sex of the respondents, taken independently or in relationship to the racial-ethnic category of the school, were under examination, effort was made to select a sample that had an adequate representation of respondents in the various categories investigated.

Thus the first step was to categorize schools according to the racial-ethnic composition of the student population. The second step was to categorize schools according to the sex identification of the administrator. The third step was to categorize schools according to the racial-ethnic background of the administrator. Of the thirty-two possible cells (four racial-ethnic categories of schools, four racial-ethnic backgrounds of respondents, and two sex classifications of respondents) twenty remained empty, due to a lack of qualified subjects (see figure 2). Of the twelve occupied cells, six contained such a limited number of cases that selection was restricted. Such were the cases with the Hispanic and Integrated schools, and consequently all schools falling in these categories were included in the final sample. Principals from the other cells were selected on a random basis. To ensure scientific sampling,

participating schools were chosen by means of random digits.

Figure 2 presented the distribution of principals according to the principals' racial-ethnic and sex background variables in relation to the schools' racial-ethnic classifications. The data showed both the number of principals to whom the Questionnaire was mailed, and the number of principals who responded and whose Questionnaires were eventually used in the data analysis of the study. Such distribution was not provided for the district superintendents, since the small numbers in some categories would have made possible the identification of individual respondents, and would have thus endangered the promised anonymity.

The Questionnaires were distributed and collected during the months of November and December of 1975. The Questionnaire was mailed to the members of the sample together with a self-addressed envelope, which was to be used in mailing the returns. A cover letter was attached to each Questionnaire explaining the study and introducing the writer. A second letter signed by Manford Byrd, Jr., Deputy Superintendent of the Chicago Public School System, giving official permission for the proposed research, was also attached (see appendix A).

There was an 81 percent questionnaire return from principals, a 69 percent return from district superintendents, and a 55 percent return from local school council leaders. Consequently, there were 104 principals, 16

DISTRIBUTION OF PRINCIPALS ACCORDING TO PRINCIPAL RACIAL-ETHNIC AND SEX BACKGROUND
VARIABLES IN RELATIONSHIP TO THE RACIAL-ETHNIC CLASSIFICATION OF THE SCHOOLS*

School Racial- Ethnic Clas- sification	Cauca- sian Male	Cauca- sian Female	Black Male	Black Female	Hispan- ic Male	Hispan- ic Female	Other Male	Other Female	TOTAL
Caucasian	(16) 12	(16) 12	-	-	-	-	-	-	(32) 24
Black	(16) 13	(16) 11	(16) 14	(16) 11	-	-	-	-	(64) 49
Hispanic	(10) 10	(4) 4	-	-	-	-	(2) 2	-	(16) 16
Integrated	(10) 10	(5) 4	(1) 1	-	-	-	-	-	(16) 15
TOTAL	(52) 45	(41) 31	(17) 15	(16) 11	-	-	(2) 2	-	(128) 104

* The figures inside parentheses indicate the number of principals in each category who received the Questionnaire. The figures outside parentheses indicate the number of principals in each category whose Questionnaires were received and used in the analysis of the data.

FIGURE 2

district superintendents (9 Caucasian and 7 Black), and 63 local school council leaders (54 officers and 9 members), taking part in the study. In the case of the local school council leaders respondent group, since the collected data had identified two distinct groups of local school council leaders, namely, the local school council officers and the local school council members, the author decided, for the sake of greater accuracy, to treat the input from the two groups separately in the treatment of the main hypotheses.

Interviews were conducted during the early months of 1976. Subjects for the interviews were chosen from the Questionnaire sample on a random basis. The sample for the interviews was comprised of 20 principals, 15 local school council leaders, and five superintendents. Such numbers constituted about 20 percent of the Questionnaire sample, a percent deemed adequate by the research and statistics specialists consulted by the author of the present research.

Research Instruments

Data for the study were assembled by means of the techniques of the questionnaire and the interview. The primary data source of the study was a ninety-one item Questionnaire, which was divided into two sections (see appendix A). Section one consisted of eighty items, and dealt with the stances of the respondents on the theory and practice of community participation in the affairs of the local schools, and on the roles of the principal, the School Board and

central administration, and the local community in the implementation of the policy of community participation in local school affairs. Section two consisted of eleven items for each of the two groups of school administrators, namely, the principals and the district superintendents, and eight items for the local school council leaders, and sought to determine any possible relationship between a number of background variables and the respondents' particular stances on community participation in local school affairs.

The Questionnaire was initially developed by the writer after an extensive and thorough research of the literature relative to community participation in local school affairs. Though the sources of most of the entries, as well as the rationale for their inclusion, were to be found in the professional literature, a number of new entries, pertinent to the particular local circumstances, were added. Such additions, recommended by the respondents who pilot tested the instruments, were identified with an asterisk (see Field Testing section of chapter III, as well as appendix A).

The Questionnaire Instrument

Items relating to Hypothesis One

Questionnaire items relating to Hypothesis One, which dealt with the respondents' stances on community participation in local school affairs at the theoretical level, were modeled after Bernero's list of "Twenty-Six Areas in

Which a Community Could Exercise Some Degree of Control"---a list compiled by the author after considerable research of "actualities and stands of respected leaders and formal groups."¹ Some new entries, recommended during the field testing stage, were added. An inclusive list of thirty-eight items was thus formulated through which the respondents were to express their stances. The list was presented below under the identified four major areas of school affairs where community participation was possible. The items contributed by the panel of respondents that pilot tested the Questionnaire instrument were identified with an asterisk.

Questionnaire items 1 to 38

Parents and communities have a right and a responsibility to actively participate in the affairs of their schools with the explicit purpose of influencing decision making and policy in each of the following areas:

- | | |
|--------------------------|--|
| A. Sub-area of Personnel | 1. In the selection of teachers |
| | 2. In the evaluation of teacher performance |
| | 3. In the replacement or transfer of teachers |
| | 4. In the dismissal of teachers |
| | 6. In the selection of principals |
| | 7. In the evaluation of principals |
| | * 8. In the replacement or transfer of principals |
| | 9. In the dismissal of principals |
| | * 11. In the selection of district superintendents |
| | * 12. In the evaluation of district superintendents |
| | * 13. In the replacement or transfer of district superintendents |
| | * 14. In the dismissal of district superintendents |
| | 15. In the selection of para-professional and custodians |
| | 16. In the evaluation of para-professionals and custodians |
| | 17. In the dismissal of para-professionals and custodians |

¹Bernero, "A Critical Study of the Attitudes and Reactions of a Select Group of Urban Elementary Teachers to the Concept of Community Control," p. 34.

- | | | |
|--|------|---|
| B. Sub-area of Curriculum | 18. | In establishing school educational policy |
| | *19. | In determining instructional program goals for the year |
| | 20. | In determining curriculum |
| | 21. | In selecting textbooks and other instructional materials |
| | *22. | In determining achievement tests for the students |
| | 23. | In determining style and method of teaching |
| | *24. | In determining student organization for instruction |
| | 25. | In determining type and extent of extra-curricular activities and after school programs |
| C. Sub-area of Policies and Procedures | * 5. | In the establishment of teacher certification requirements |
| | *10 | In the establishment of principal certification requirements |
| | 26. | In determining local working conditions |
| | 27. | In determining school standards relevant to student promotion, retention and attendance |
| | 28. | In determining students' rights and responsibilities |
| | 29. | In determining discipline policy for students |
| | *30. | In determining student fees and money collections |
| | 31. | In overseeing lunchroom operations, menus, etc. |
| | *32. | In determining standards for school building maintenance and cleanliness |
| | *33. | In determining school fund raising projects. |
| D. Sub-area of Finance | 34. | In determining school budget needs |
| | *35. | In setting priorities for school building and grounds improvement |
| | *36. | In approving contracts for school building and grounds improvement |
| | *37. | In reviewing school budget and records of income and expenditure |
| | 38. | In planning facilities |

Items relating to
Hypothesis Two

Questionnaire items relating to Hypothesis Two, which dealt with the respondents' stances on the workability (viability) of the local school councils in the practice of

community participation in local school affairs, were modeled after research findings, as well as authoritative postures in the related literature, which had pointed either to the pitfalls in the various expressions of the practice of community participation in local school affairs, or to the essential elements of efficient and effective advisory councils, and successful practices of community participation in the affairs of the local schools.

In developing the sub-scale of the Questionnaire relating to Hypothesis Two, the objective was to formulate an inclusive list of items which represented the essential elements of workable (viable) councils. Such list was to provide the respondents with an authentic context for expressing their stances on the workability of the local school councils.

Initially, after a thorough scanning of all relevant literature, two lists were compiled of all identified positive and negative elements in practices of community participation in local school affairs. The lists provided the author with the reference points for the formulation of the statements that were to examine the respondents' stances on the workability or effectiveness of the local school councils in the respondents' own school-communities. A number of new entries, recommended by the panel of respondents who pilot tested the Questionnaire instrument, were added. Thus, an inclusive list of twenty-one items was formulated, through which the respondents were to express their stances

on the workability of the local school council in the practice of community participation in local school affairs.

Since professional research had pointed to the importance of evaluating school-community advisory councils in terms of structure, operation or process, and productivity,¹ the organization of the items in this sub-scale made provisions for the classification of the appropriate entries under such categories. Specifically, the twenty-one items were organized under separate groups, each of which emphasized a different aspect in the measurement of the effectiveness of the local school councils in the practice of community participation in the affairs of the local schools. The aspects emphasized were (a) the structure of the participation practice, (b) the operation of the participation practice, (c) the accomplishments of the participation practice, and (d) the firmness or solidarity of the participation practice. (The last aspect was contributed by the panel of respondents that pilot tested the Questionnaire instrument.)

Such aspects, translated into six components of the participation practice--(1) the Structure component, (2) the Operation component, (3) the Accomplishments component, (4) the Firmness component, (5) the Future-as-Present component, and (6) the Future-with-Increase component--were to

¹McKenna, "A Model to Determine Effectiveness of School Community Advisory Councils of the Los Angeles Unified School District," p. 3774A.

provide a better background for a further analysis of the stances of the respondent groups on the practice of community participation in local school affairs. Components five and six were treated as separate components because of their potential to provide valuable insights into the respondents' stances on the other components--as well as on the Firmness component--by identifying the participants' expectations regarding the future of community participation in local school affairs.

The list of the twenty-one items was presented below under the six components of the participation practice. The items contributed by the panel of respondents who pilot tested the Questionnaire instrument were identified with an asterisk.

Questionnaire items 39 to 59

- | | |
|------------------------|---|
| A. Structure component | <p>*39. For those parents and community persons who are interested in and willing to participate in the affairs of their local schools, the Local School Council structure, as set forth by the Chicago School Board, offers adequate opportunities.</p> <p>40. The membership of our Local School Council reflects most or all segments of our school community.</p> <p>42. Guidelines delineating the functions and responsibilities of the Local School Councils are adequate and clear.</p> <p>43. The roles of the principal and the Local School Council members are clearly defined and mutually understood.</p> |
| B. Operation component | <p>41. Attendance at the meetings held by our Local School Council reflects most or all segments of our school community.</p> <p>44. Participation in the process of decision making by the Local School Council members is broad and equitably distributed.</p> |

- 45. There is sufficient leadership and knowledge among our Local School Council lay members capable of generating creative and sound ideas for the improvement of the educational programs.
- 46. There has been sufficient awareness and knowledge among Local School Council lay members for generating precise assessments of educational needs and types of services and activities needed by our local school.

C. Accomplishment component

- 47. Our Local School Council has been a significant source of information feedback to the principal.
- 48. Our Local School Council has been a significant source of information feedback to the community.

Our Local School Council has been a determining influence in persuading the Board of Education to become responsive (to come forth with positive action), in each of the following areas:

- *49. In the area of Personnel (in matters dealing directly with the school staff).
- *50. In the area of Curriculum (in matters dealing with courses of study).
- *51. In the area of Policies and Procedures (in matters dealing with the daily operation of the school).
- *52. In the area of Finance (in matters dealing most directly with monetary aspects).

The overall contributions of our Local School Council, as a participant agent in the affairs of our school, have been of consequence in the following areas:

- 53. In the area of Personnel (in matters dealing directly with the school staff).
- 54. In the area of Curriculum (in matters dealing with courses of study).
- 55. In the area of Policies and Procedures (in matters dealing with the daily operation of the school).
- 56. In the area of Finance (in matters dealing most directly with monetary aspects).

D. Firmness component

- *57. In assessing the evolution and present status of our Local School Council, I believe that it has become firmly established as a consistent and active agent for community participation in the affairs of our school.

E. Future- *58. The present functions of our Local School
as-Present Council should be maintained.
component

F. Future- *59. The present functions of our Local School
with-In- Council should be increased in scope.
crease
component

In the following section the relatedness of the above items to comparable authoritative postures and findings in the related literature and research was shown, in order to justify the selection of such items for the Questionnaire. Items identified with an asterisk were not considered here, since the specific source of such items had already been identified. (For a discussion of these items see Field Testing section.)

Items 40 and 41 dealt with the adequacy of community representation in the membership of the Local School Council and in the attendance at the Local School Council meetings. The importance of adequate community representation in the Local School Council had been pointed out in various research studies. Williams' study had pointed to the necessity of an inclusive council based upon a sound knowledge of the community.¹ Sedlack's study concluded that the real value of the advisory council to the school was minimal where representation on the council was limited.²

¹Williams, "The San Francisco Charrette: A Case Study of Community Involvement in Educational Planning," p. 5742A.

²Sedlack, Jr., "An Analysis and Evaluation of Local School Council Guidelines Established by the Chicago Board of Education," pp, 6920-21A.

Tirozzi described the existence of councils not truly representative of the communities they served as serious pitfalls in the participation practice.¹ Larson's study recommended that for more successful school-community involvement the advisory council should include all segments of the community been served.² And McKenna's study concluded that true community representation in the structure of the council was an index of the effectiveness of the council.³

Items 42 and 43 dealt with the clarity of the guidelines delineating the functions and responsibilities of the council, and with the adequacy and clarity of the definitions of the roles of participants. Several research studies had acknowledged the importance of adequate and clear guidelines, and the necessity of clear and mutually understood role definitions as prerequisites to successful school-community involvement programs. Sedlack's study found out that confusion about the council's role, which was not clearly or similarly perceived by all parties concerned, was a serious problem obstructing the efficiency of

¹Tirozzi, "An Assessment of the Expectations of School Administrators Concerning the Involvement of School-Community Advisory Councils in the Educational Decision-Making Process," pp. 5556-57A.

²Larson, "Community Involvement and Educational Decision Making," p. 532A.

³McKenna, A Model to Determine Effectiveness of School Community Advisory Councils of the Los Angeles Unified School District," p. 3774A.

the participation practice.¹ ⁹⁵ May's study recommended that for greater effectiveness adequate guidelines should be developed to delineate carefully the functions of the local school committees.² McKenna's study concluded that of great significance to the effectiveness of the local school council was found to be the need for mutually understood definitions of roles of the principal and the chairman of the council.³ Keeney's study pointed to the need of clearly understood roles, functions, and responsibilities in the effectiveness and productivity of the advisory committees.⁴ Martin's study concluded that the outline and definition of school advisory council roles was a prerequisite to effective advisory council activities.⁵

Item 44 dealt with the equity in the process of decision making among local school council members. The need for broad and equitably distributed participation

¹Sedlack, Jr., "An Analysis and Evaluation of Local School Council Guidelines Established by the Chicago Board of Education," pp. 6920-21A.

²May, "A Study of the Perceptions of Effectiveness of Local School Committees in Four County Unit School Districts in Oregon," p. 98A.

³McKenna, "A Model to Determine Effectiveness of School Community Advisory Councils of the Los Angeles Unified School District," p. 3774A.

⁴Keeney, "A Study of Opinions Concerning the Role of Citizen-Advisory Committees Established in Section 49 of Article 77 of the Annotated Code of Maryland 1969," p. 2652A.

⁵D. R. Martin, "The Role and Effectiveness of School-Community Advisory Councils as Perceived by Principals and Advisory Council Chairmen," p. 761A.

in the process of decision making had been pointed out by several writers concerned with the improvement of the practice of community participation in the affairs of the local school. Williams' study had pointed out that the sharing of decision making authority in a completely sincere and non-manipulative manner was of critical importance in the successful operation of local school councils.¹ Welsh's study recommended that for the improvement of the community involvement effort, principals should be encouraged to share to a greater degree the decision making function with the schools' advisory councils.² Roberts insisted that school-community involvement could not be sustained unless power was really shared.³ Weissman, in a discussion of the hazards of limited involvement, concluded that where decision making was shared by some elements of the community to the exclusion of others, the effectiveness of the participation practice was questionable.⁴

Item 45 and 46 dealt with the competencies of the lay local school council membership. A great deal had been written in the professional literature concerning the

¹Williams, "The San Francisco Charrette: A Case Study of Community Involvement in Educational Planning," p. 5742A.

²Welsh, "Alter Group Perceptions of the Los Angeles Unified School District's Secondary School Advisory Councils, 1973-74," p. 2618A.

³Roberts, "The Battle for Urban Schools," p. 99.

⁴Weissman, Community Councils and Community Control, pp. 171-174.

knowledge, awareness, ability, and leadership of the local school councils' lay members. Tisdale's study had pointed to the lack of community leadership as a significant road-block towards effective advisory councils.¹ May's study indicated that for greater effectiveness local school committees ought to function from a sounder base of knowledge.² Frey pointed to the negative consequences of a lay public that remained uninformed about the educational needs of their children and their schools.³ Sedlack's study revealed that lack of knowledge was a serious deterrent to the council's efforts for participation in real decision making.⁴ Williams' study concluded that there was adequate leadership among the lay community that had the capability to generate creative and sophisticated ideas for the improvement of the educational programs.⁵ Several other writers had inferred to the importance of informed, knowledgeable, and skillful members through the recommendations for pre-service and in-

¹Tisdale, "A Survey of Organizational Structures and Operational Patterns of School-Community Groups in the Elementary Schools of the Los Angeles Unified School District," p. 4315A.

²May, "A Study of the Perceptions of Effectiveness of Local School Committees in Four County Unit School Districts in Oregon," p. 98A.

³Frey, Meeting the Educational Needs of the Community: Trends in School-Community Interaction, p. 31.

⁴Sedlack, Jr., "An Analysis and Evaluation of Local School Council Guidelines Established by the Chicago Board of Education." pp.6920-21A.

⁵Williams, "The San Francisco Charrette: A Case Study of Community Involvement in Educational Planning," p. 5742A.

service programs for all local school council participants, and for improved communication systems. The discussion of such recommendations was presented in chapter III.

Items 47 and 48 dealt with the effectiveness of the local school council as a source of information feedback to the principal and to the community. A number of studies had dealt with the importance of the local school councils as effective facilitators of communication between school and community. McKenna's study found out that the function of an effective council was to provide school administrators with the means to assess community attitudes and desires.¹ Tirozzi concluded that effective councils could increase communication and understanding, and foster positive attitudes between school and community, thus making the Board more responsive to the community, and the community and the teaching staff more involved in the educational decision making.² Harris study recommended strongly the improvement of school-community communication techniques for the betterment of school-community relations.³ Archer's study, concerned with the successful and unsuccessful

¹McKenna, "A Model to Determine Effectiveness of School community Advisory Councils of the Los Angeles Unified School District," p. 3774A.

²Tirozzi, "An Assessment of the Expectations of School Administrators Concerning the Involvement of School-Community Advisory Councils in the Educational Decision-Making Process," pp. 5556-57A.

³Harris, Jr., "A Study of Citizen Participation in the Educational Decision-Making Process as Perceived by Parents from a Lower Socio-Economic Neighborhood," p. 3814A.

factors in the interactions between principals and school community advisory councils, determined that one of the factors causing non-success was the failure of school community advisory councils to function as significant sources of information feedback from the community to the principal.¹

Items 53 through 56 dealt with the caliber of contributions the Local School Councils had made, specifically in each of the four areas of school affairs identified as (1) the area of Personnel, (2) the area of Curriculum, (3) the area of Policies and Procedures, and (4) the area of Finance. The importance of the end result, or the justification for the existence of the Local School Council in terms of the improvement of the educational opportunities for the students, had been the theme of most writer expressing allegiance to the idea of community participation in the affairs of the local schools. McKenna's study, specifically, had recommended that the evaluation of the school-community advisory councils' effectiveness should be made on the basis of the productivity or accomplishments of each advisory council.²

Items relating to
Hypothesis Three

Questionnaire items relating to Hypothesis Three,

¹Archer, "The Management of School-Community Advisory Councils by Elementary Principals," pp. 37-25-26A.

²McKenna, "A Model to Determine Effectiveness of School community Advisory Councils of the Los Angeles Unified School District," p. 3774A.

which sought to determine the existence of any significant differences between the stances on the theory of community participation in local school affairs and the stances on the current practice of community participation in local school affairs of each of the respondent groups, were the same ones used for Hypothesis One and Hypothesis Two, namely, items one through fifty-nine. Items one through thirty-eight were the same ones that examined the stances of the respondents on community participation in local school affairs at the level of theory, while items thirty-nine through fifty-nine were the same ones that examined the stances of the respondents on the current practice of community participation in the affairs of the local school.

Items relating to Hypothesis Four

Questionnaire items relating to Hypothesis Four, which dealt with the bases on which respondents accepted or rejected community participation in local school affairs, were compiled by the writer after considerable research in the related literature of the stands of respected leaders and formal groups on community participation in local school affairs. Two new items, recommended during the field testing phase of the Questionnaire instrument, were added. These items were identified with an asterisk.

The total number of eleven items related to Hypothesis Four was sub-divided into two parts. The purpose of the division was to assist in investigating further the

bases with which respondents justified community participation in local school affairs. Since the eleven items, representing eleven bases, were found to fall into such categories as educational, political, expedient and humanitarian, the division was made between educational and non-educational bases, in order to determine the motivations behind the stands of the respondents, and better understand the impact on education of the notion of community participation in the affairs of the local schools.

The list of the eleven items was presented below under two headings indicating the educational and non-educational bases for community participation in local school affairs.

Questionnaire items 70 to 80

- | | |
|--|---|
| A. Educational
bases for
community
participation in
local
school
affairs | 71. Community participation in local school affairs is justified on the grounds that the psychological well-being and the educational potential of the students are both promoted when they understand that their parents and the school are working close together toward the same objectives.
75. Community participation in the schools is defensible on the grounds that it makes educational institutions responsive and relevant to the needs of those they serve.
76. Community participation in schools is necessary because it will bring about qualitative improvements in the schools through the introduction of the element of accountability.
77. Community participation in the schools is defensive on the grounds that malfunctioning public institutions make some form of local control necessary for achieving greater efficiency of services. |
|--|---|

- *80. Community participation is justified on the grounds that "community" and "community's demands" carry with them new potentialities for securing the Board's cooperation in meeting the needs of the local school.

- B. Non-Edu-70. Community participation in school affairs is a basic democratic right which must be granted to parents and other citizens in the community, regardless of how qualified or competent they are perceived to be by the official educational establishment.
- 72. Community participation in schools is necessary because it helps alleviate the sense of powerlessness and alienation among parents and other citizens, as they help make those decisions that affect their lives.
- 73. Community participation in schools is necessary in order to reestablish public confidence in our schools.
- 74. Active, sustained participation of citizens in public schools is axiomatic to the maintenance and growth of our pluralistic, democratic society.
- *78. The value of community participation lies in its potential to ease community tensions.
- 79. The value of community participation lies in the potential to serve as a preparatory stage for an integration based on parity instead of deficiency.

In the following section the relatedness of the above items to comparable authoritative postures or findings in the related literature and research was shown, in order to justify the inclusion of such items in the Questionnaire. Items identified with an asterisk were not considered here, since the specific source of such items had been identified (see Field Testing section of chapter III).

Item 70: Community participation in school affairs is a basic democratic right which must be granted to parents and other citizens of the community, regardless of how qualified and competent they are perceived to be by the official

educational establishment.¹

Item 71: Community participation in local school affairs is justified on the grounds that the psychological well-being and the educational potential of the students are both promoted when they understand that their parents and the school are working close together towards the same objectives.²

Item 72: Community participation in schools is necessary because it helps alleviate the sense of powerlessness and alienation among parents and other citizens, as they help make those decisions that affect their lives.³

Item 73: Community participation in the schools is necessary in order to reestablish public confidence in our schools.⁴

Item 74: Active, sustained participation of citizens in public schools is axiomatic to the maintenance and growth of our pluralistic society.⁵

Item 75: Community participation in the schools is defensible on the grounds that it makes educational institutions responsive and relevant to the needs of those they

¹The Recruitment Leadership and Training Institute, Community Parity in Federally Funded Programs, pp. 7-8.

²Ibid., p. 10.

³Bourgeois, "Community Control and Urban Conflict," p. 246.

⁴Fein, The Ecology of the Public Schools, p. 152.

⁵Rosenberg, "Community Relations--Approaches Educators Use," p. 52.

serve.¹

Item 76: Community participation in schools is necessary because it will bring about qualitative improvements in the schools through the introduction of the element of accountability.²

Item 77: Community participation in the schools is defensible on the grounds that malfunctioning public institutions make some form of local control necessary for achieving greater efficiency of services.³

Item 79: The value of community participation lies in its potential to serve as a preparatory stage for an integration based on parity instead of deficiency.⁴

Items relating to
Hypothesis Five

Questionnaire items relating to Hypothesis Five, which dealt with the role of the principal in the implementation of the policy of community participation in the affairs of the local schools, were modeled after research findings or authoritative postures in the relevant literature which had explored the importance of the role of the principal in the implementation of programs of community

¹Keith, "An Analysis and Recommendations Made by Inner City Residents of Indianapolis for Improving School and Community," p. 5710A.

²Roberts, "The Battle for Urban Schools," p. 99.

³Weissman, Community Councils and Community Control, p. 174.

⁴Bourgeois, "Community Control and Urban Conflict," p. 244.

participation in local school affairs.

In selecting the items of the subscale relating to Hypothesis Five, the objective was to formulate a list of items which would provide the respondents with adequate opportunities for expressing their stances on the crucial role of the principal in the implementation of community participation in the affairs of the local school. Since the relevant professional literature had emphasized the crucial role of the principal in terms of the principal's leadership and the principal's willingness to accept the new role, the theme of the selected items was that of principal leadership or principal willingness. The list of the five items was presented below:

Questionnaire items 60, 61, 65, 66 and 69

60. Community leadership develops largely at the will of the local school administrator.
61. Principals are the primary resource persons to their councils influencing greatly the outcomes of the councils.
65. Where the principal is genuinely concerned with the contributions the community could make, the participation of the community in the affairs of its local school will be effective.
66. A strong supportive leadership by the principal is the most important factor in the effectiveness of a Local School Council.
69. In schools where principals are apathetic to, disinterested in, or critical of citizens' participation in local school affairs, participation is nil, in spite of how strongly the citizenry may feel about it.

Since the five items above represented authoritative statement in the relevant literature and research, the sources of such statements were identified in the section

following:

Item 60: Community leadership develops largely at the will of the local school administrator.¹

Item 61: Principals are the primary resource persons to their councils influencing greatly the outcomes of the councils.²

Item 65: Where the principal is genuinely concerned with the contributions the community could make, the participation of the community in the affairs of its local school will be effective.³

Item 66: A strong supportive leadership by the principal is the most important factor in the effectiveness of the Local School Council.⁴

Item 69: In schools where principals are apathetic to, disinterested in, or critical of citizens' participation in local school affairs, participation is nil, regardless of how strongly the citizenry may feel about it.⁵

¹McPherson, "Administrators and the Inner-City Increase of Power," p. 110.

²Frey, Meeting the Educational Needs of the Community: Trends in School-Community Interaction, pp. 31-35.

³Final Report of the Task Force on Urban Education to the Department of Health Education and Welfare, pp. 270-73.

⁴Frey, Meeting the Educational Needs of the Community: Trends in School-Community Interaction, p. 31.

⁵Institute for Development of Educational Activities, Towards More Effective Involvement of the Community in the Schools, p. 6.

Items relating to
Hypothesis Six

Questionnaire items relating to Hypothesis Six, which dealt with the role of the School Board and central administration in the implementation of the policy of community participation in the affairs of the local schools, were modeled after research findings or authoritative postures in the relevant literature that had explored the importance of the role of the School Board and central administration in the implementation of programs of community participation in local school affairs.

In selecting the items of the sub-scale relating to Hypothesis Six, the objective was to formulate a list of items which would provide the respondents with adequate opportunities for expressing their stances on the supportive role of the School Board and central administration in the implementation of community participation in the affairs of the local schools. Since the relevant professional literature had emphasized the important role of the School Board and central administration in the implementation of programs of community participation in the affairs of the local schools in terms of real commitment and strategies of support, the theme of the selected items was that of Board commitment, or Board support. The list of the five items of the sub-scale related to Hypothesis Six was presented below:

Questionnaire items 62, 63, 64, 67 and 68

62. The Chicago School Board and the central administration have made a real commitment to the policy of community participation in local school affairs.
63. The Chicago School Board and the central administration have been adequately supportive in the preparation of our community for an effective participation in the affairs of our local school.
64. The Chicago School Board and the central administration have been adequately supportive in preparing the principals to meet the challenges of community participation.
67. The Chicago School Board and the central administration have been adequately supportive to our community in the actual implementation of the Board's policy of community participation in the affairs of our local schools, specifically by assisting community members become informed and competent participants.
68. The Chicago School Board and the central administration have been adequately supportive to the principals in their efforts to implement the Board's program of community participation in local school affairs.

In the following section the relatedness of the above items to comparable authoritative postures or findings in the related literature and research was shown, in order to justify the selection of such items for the Questionnaire.

Item 62 dealt with the type of commitment the School Board and central administration had made to the policy of community participation in the affairs of the local school. The significance of a genuine commitment on the part of the School Board to the policy of community participation in local school affairs had been pointed out many times in the relevant professional literature and research. Goff's

study placed major emphasis upon the necessity for a genuine desire on the part of the boards of education to involve the lay citizens in the affairs of the local schools.¹

Larson's study pointed to the importance of a total System commitment that was interpreted through strategies for community involvement that showed honest intentions for real involvement of the community in the affairs of the local school.² Husarik's study concluded that members of the board of education should be totally committed to the involvement of lay citizens in the affairs of the local schools. Indeed, school boards should actively seek community leaders' participation in local school affairs.³

Roberts pointed to the hazards in anything less than meaningful participation, stressing that people knew when real commitment was missing, as well as when they were being used.⁴

Items 63, 64, 67 and 68 dealt with the support the School Board and central administration had provided in the implementation of the policy of community participation in the affairs of the local schools. Professional literature

¹Goff, "Recommendations for Inclusion of Citizens' Advisory Committees into a Total Program of School-Community Relations," p. 2644A.

²Larson, "Community Involvement and Educational Decision Making," p. 532A.

³Husarik, "A Study of Lay Citizen Leadership in Project Unite: Columbus Public Schools, August 1971 through August 1972," p. 2215A.

⁴Roberts, "The Battle for Urban Schools," p. 99.

was replete with implications and recommendations--often of specific strategies--for needed School Board support in the implementation of programs of community participation in the affairs of the local schools. Reyes and Gezi had pointed to the necessity that the System provided high quality professional leadership, open sharing of pertinent information, and financial aid, where needed, in order to make the potential of local school councils come to fruition.¹ Linscomb's study concluded that inservice training for professionals and community people was necessary for encouraging and sustaining effective participation.² Archer's study recommended in-service training for new principals, utilizing the expertise of successful principals, and in-service orientation for advisory council members, carefully adapted to the needs and abilities of such members. Another recommendation was the improvement of principal working conditions reflecting the expansion of administrative responsibilities in the area of community involvement.³

Marmion's study recommended that for greater advisory council effectiveness, school boards should assign sufficient district staff and resources to the in-service,

¹Reyes, "Parent and Community Participation in Compensatory Education through District Advisory Committees in California," p. 20.

²Linscomb, "The Structures and Organizations of Successful Advisory Councils in an Inner-City Area of the Los Angeles City Unified School District," p. 4290A.

³Archer, "The Management of School Community Advisory Councils by Elementary Principals," pp. 3725-26A.

publicity and other needs of community advisory councils.¹ Brickman's study made recommendations that included not only in-service training for new members, but also mandated attendance for all school personnel at school-community advisory council meetings.² Becerra's study found out that there was a great need for organized training to prepare people for working in participatory decision making--a need that could only be met with School Board support and encouragement.³ Schram's study also recommended intensive system-wide training programs for all participants, where everyone was taught concrete skills of governance and underwent all necessary in-service to build and maintain skills.⁴

The Interview Instrument

Follow-up interviews of a sample of Questionnaire respondents were conducted in order to (1) provide in-depth information relating to Hypotheses of the study, and (2) confirm the validity of the research findings of the Questionnaire.

¹Marmion, "The Relationship of School Principals' Characteristics to the Community Advisory Council Process," p. 4929A.

²Brickman, "Group Perceptions of School-Community Advisory Council Participation in Decision Making in the Los Angeles Unified School District," p. 6355A.

³Becerra, "Role Perceptions of Administrators and Community Representatives in Participatory Decision Making," p. 6887A.

⁴Schram, "The Anatomy of Citizen Participations: A Study of the Participation Activities and Ideology of Citizen Decision-Makers in Community-Controlled Day Care Centers," p. 2551A.

The interviews were semistructured, thus allowing for in-depth exploration, and the opportunity to probe for underlying factors and relationships which might have affected the responses to the items of the Questionnaire instrument. Interviews varied in duration from forty-five to ninety minutes.

The Interview instrument consisted of seven open-ended entries which gave the respondents a frame of reference with which to react, without placing constraints on the reactions, while they allowed for flexibility, depth probing and clarification.

Responses to each of the items of the Interview instrument were carefully recorded and categorized by the interviewer for objective interpretation. The Likert Scale was used for the categorization of the responses. The responses were also qualified for subjective interpretation.

In the section following the items of the Interview instrument were presented in relationship to the six Hypotheses of the study:

Interview items relating
to Hypothesis One

1. What is your stand on community participation in local school affairs?

What kind of participation do you have in mind?

- a. What is your stand regarding community participation in the area of Personnel?
Reasons:

- b. What is your stand regarding community participation in the area of Curriculum?
Reasons:
- c. What is your stand regarding community participation in the area of Policies and Procedures?
Reasons:
- d. What is your stand regarding community participation in the area of Finance?
Reasons:

Interview items relating
to Hypothesis Two

- 2. Do you assess the current practice of community participation in local school affairs as successful?
Reasons:
 - a. In terms of Structure?
Reasons:
 - b. In terms of Operation?
Reasons:
 - c. In terms of Accomplishments?
Reasons:
 - d. In terms of Firmness-of-Practice?
Reasons:
 - e. Future-as-Present? (Indicating respondent's own preference)
Reasons:
 - f. Future-with-Increase? (Indicating respondent's own preference)
Reasons:
- *7. What is the trend of community participation in local school affairs?
Reasons:

Interview items relating
to Hypothesis Three

(Interview items one, two and seven, relating

to Hypothesis One and Hypothesis Two, related also to Hypothesis Three. Since these items were presented above, they were not repeated here.)

Interview items relating
to Hypothesis Four

3. On what grounds do you justify community participation in local school affairs?
 - a. On educational grounds?
Reasons:
 - b. On non-educational grounds?
Reasons:

Interview items relating
to Hypothesis Five

4. Do you think that the role of the principal in the implementation of a policy of community participation in local school affairs is crucial?
Reasons:

Interview items relating
to Hypothesis Six

5. Do you think that the role of the School Board in the implementation of the policy of community participation in the affairs of the local schools has been supportive?
Reasons:
6. Do you think that the role of the central administration in the implementation of the policy of community participation in local school affairs has been supportive?
Reasons:

Field Testing

Thus far the author had analyzed the content of the factors to be appraised and had structured a representative instrument, the Questionnaire, for measuring the various aspects of that content. In order to refine the

Questionnaire instrument, which was to be the primary data source for the investigation, a pilot study was conducted.

Eight principals, two district superintendents, and eight local school council leaders made up the panel of jurors that pilot tested the instrument for readability and content validity. Jurors were asked to judge, refine, and make pertinent additions.

Two questions were explored throughout the field testing phase of the Questionnaire instrument:

1. Did the vocabulary of the instrument convey the same meaning to all readers?
2. Did the instrument adequately measure what it intended to measure?

The first question was concerned with the readability of the instrument. The wording of the items was considered as important as the content. A measure of attitude or belief was not valid if the respondent who had the attitude or the belief failed to identify it because of verbal difficulties. Since the sample of the study included a great number of lay respondents, the readability of the instrument was of particular concern. The second question was concerned with the content validity of the instrument.

"Judging the adequacy of the content of the test is the process called content validation."¹ In the process of content validation the author was guided by the recommendation made by Cronbach: "Adequacy of content is attained

¹Lee J. Cronbach, Essentials of Psychological Testing (New York: Harper and Row, 1970), p. 145.

by defining the universe appropriately and representing the universe fairly in the test. . . . if the definition is made clear the prospective user can decide whether the test aims at the universe he is interested in."¹

As such, the jurors were informed of what the various parts of the Questionnaire were trying to measure, and were asked to judge the extent to which the items of the Questionnaire presented a representative sample of the universe of content of the properties that the instrument was designed to measure. In other words, the jurors were asked to judge whether each item, and the distribution of the items as a whole, covered what the tester wanted to measure in each of the five areas of community participation in local school affairs under investigation, namely, (a) the theory of participation, (b) the practice of participation, (c) the bases for the justification of participation, (d) the role of the principal in participation, and (e) the role of the School Board and central administration in participation. Specifically, the jurors were asked to judge whether the items of the Questionnaire covered the subject matter in each of the five areas investigated adequately, clearly, and completely. The objective was to develop as complete a sample as possible of items which covered adequately each aspect of community participation in the affairs of the local school under investigation in this study.

¹Cronbach, Essentials of Psychological Testing, p. 145.

A number of changes suggested by the jurors, including modifications and additions, were incorporated in the final draft of the Questionnaire. Such changes were explained below.

There were sixteen items added relative to Hypothesis One. Such items were identified with an asterisk (see pages 87 and 88). Jurors seemed to justify the inclusion of the new items primarily on the basis of their relevance to local conditions, and their appropriateness with the evolving concept of community participation in the affairs of the local schools.

There were eight items added relative to Hypothesis Two (see items with asterisk on pages 91, 92 and 93). Items 39, 49, 50, 51 and 52 were justified on the basis of their relevance to evolving local situations. Item 57 was recommended as a most significant component of the participation practice, and an index of the respondents' views on the solidarity or permanency of the participation practice. Items 58 and 59 were recommended for their value as indicators of the respondents' preference for the future, and the respondents' satisfaction with the present.

There were two items added relative to Hypothesis Four (see page 102). Both of the items here were justified on the basis of their relevancy to local situations. Item 80 was recommended by most of the professionals, while item 78 was recommended by most of the lay people.

There was an important modification recommended in

the wording of the statements relative to Hypothesis Six. The inclusion of 'and the central administration' was seen as essential and appropriate in identifying the total and complete element of power in the school System.

A few minor changes in the terminology of some of the items were also made by the author upon the recommendations of the jury members. Such changes had as objective the simplification of the statements.

The Interview instrument was also pilot tested by the same jury of respondents. The entries in this instrument were tested and revised in order to eliminate ambiguities and inadequate wording. The appropriateness and adequacy of item representation was also judged by the jurors, and pertinent changes recommended were incorporated in the final form of the Interview instrument. Item 7 (see page 113) was recommended as an indicator of the respondents' perceptions of future trends, apart of the respondents' own preferences.

Data Organization and Treatment

Responses to the items in the Questionnaire were categorized using the modified Likert scale. Participants were asked to respond to each item according to personal understandings or judgments, in one of the following five categories: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA). To score the scale the responses were weighted 1, 2, 3, 4 and 5

respectively, from Strongly Disagree to Strongly Agree. In all cases higher scores indicated agreement, and lower scores indicated non-agreement.

Since the Questionnaire scales and sub-scales were of different lengths, the mean scores of each person's scale and sub-scale scores were determined so that comparisons between scales and sub-scales could be made. the determination of the mean scores for the various respondent groups, which were of different sizes, also assisted in the comparisons between the groups.

To test Hypotheses One, Two, Four, Five and Six, an analysis of variance for unequal cell frequencies was used. The Newman-Keuls method was used to probe the nature of the differences between means following significant over-all F ratios. A .05 level of significance was used for all analyses of the study.

To test for possible differences in the mean scores of the respondents within each group, a one way analysis of variance with one repeated measure for unequal cell frequencies was also used. Such analyses were performed on the data of Hypotheses One, Two, Three and Four, as well as on the total data of the study.

There were four types of tables prepared for the presentation of the treated data. The first table (see table 1), presented the mean scores and the standard deviations of the various respondent groups on the particular variable being tested.

TABLE 1

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
\bar{X} = 2.68	\bar{X} = 3.00	\bar{X} = 3.73	\bar{X} = 3.30
s = 0.66	s = 0.83	s = 0.77	s = 1.00

TABLE 2

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	39.0613	13.0204	25.038*
RESIDUAL	179	93.0858	0.5200	
TOTAL	182	132.1470		

* $p < .01$

Such presentation greatly facilitated the study of the profile of each group, as well as of the comparisons between groups on the variable under examination, through the analysis of the mean scores and standard deviations. The standard deviations were also of definite assistance in determining the variability within each group.

A second table (see table 2) presented summary information from the analysis of variance procedure. It contained important information for the interpretation and analysis of data, such as degrees of freedom, MS error, and F ratio, as well as F probability. A third table (see table 3), presented data treated through the Newman-Keuls method. Mean scores were ordered, and the differences between means were identified. The Newman-Keuls test was applied to the data, and the difference, determined to be above the critical values needed for significance at the .05 level, were identified with asterisks. The procedure supplied information on the specific location of the significant over-all F ratio identified in the analysis of variance. For example, the test determined that the significant over-all F ratio, identified through the analysis of variance procedure, was confined only between (a) local school council officers and principals, (b) local school council officers and district superintendents, and (c) local school council members and principals. Since one of the characteristics of the Newman-Keuls test was conservatism, the findings of significant differences at the .05 level were

TABLE 3

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 1

Treatments	Ordered Sample Means				
		1	2	4	3
	Means	2.68	3.00	3.30	3.73
1	2.68	-	0.32	0.62**	1.05**
2	3.00		-	0.30	0.73**
4	3.30			-	0.43
3	3.73				-

** Denotes significant differences-- $p < .05$

highly trusted.

A fourth table (see table 16 on page 124), presented the mean scores and standard deviations of the various respondent groups on more than one variable, or more than one area under the same variable, thus affording comparisons of mean scores and standard deviations of variables, or areas under the same variable, within the same group. The one way analysis of variance of repeated measures was performed on the data of this table.

Each set of tables dealing with common variables was accompanied by a narrative which first presented and then analyzed the findings.

The various background variables, which were selected for examination in order to determine whether a pattern and/or a trend was evident between these variables and the stances of the respondents, were examined and analyzed in the same manner as those variables dealing with the Hypotheses of the study. However, there was a difference in the presentation. Since the tables relating to these variables were too numerous to accompany the text presentation, they were included in appendix B.

The data from the Interviews were categorized according to the Likert scale, and were treated similarly, so that comparisons could be made with the data of the Questionnaire. Objective and subjective evaluations were presented in a narrative form.

Of assistance in the interpretation of the mean

TABLE 16

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-ALL SUB-AREAS

Respondent Classification	Sub-area of Personnel	Sub-area of Curriculum	Sub-area of Policies and Procedures	Sub-area of Finance	TOTAL AREA
Principals	N = 104	N = 104	N = 104	N = 104	N = 104
	\bar{X} = 2.14	\bar{X} = 2.84	\bar{X} = 3.08	\bar{X} = 3.27	\bar{X} = 2.68
	s = 0.84	s = 0.76	s = 0.74	s = 0.78	s = 0.66
District Superintendents	N = 16	N = 16	N = 16	N = 16	N = 16
	\bar{X} = 2.47	\bar{X} = 3.35	\bar{X} = 3.36	\bar{X} = 3.36	\bar{X} = 3.00
	s = 1.12	s = 0.78	s = 0.72	s = 0.87	s = 0.83
L.S.C.O.	N = 54	N = 54	N = 54	N = 54	N = 54
	\bar{X} = 3.71	\bar{X} = 3.60	\bar{X} = 3.75	\bar{X} = 3.90	\bar{X} = 3.73
	s = 1.03	s = 0.82	s = 0.69	s = 0.70	s = 0.77
L.S.C.M.	N = 9	N = 9	N = 9	N = 9	N = 9
	\bar{X} = 3.30	\bar{X} = 3.08	\bar{X} = 3.49	\bar{X} = 3.29	\bar{X} = 3.30
	s = 0.96	s = 1.21	s = 0.96	s = 1.14	s = 1.00

scores of the respondent groups was figure 2, which was used as a reference by the writer in the description, interpretation, and analysis of the data. The values for each cell were determined on the reasoning that if $5 - 1 = 4$, and $4 \div 5 = 0.80$, then 0.80 should be the range of values for each cell.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5
1.00 - 1.80	1.81 - 2.60	2.61 - 3.40	3.41 - 4.20	4.21 - 5.00

FIGURE 2

In the "Presentation and Analysis of Data" chapter the material was presented as follows:

The presentation and analysis of the Questionnaire data, organized under the six Hypotheses of the study, came first. Following the discussion of the Questionnaire data, the findings from the interviews--also organized by the six Hypotheses--were presented and analyzed. The presentation and analysis of the various background variables made up the next section of the chapter. The last section of the chapter was devoted to a description of the identified patterns.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The main purposes of the study were (1) to identify the stances of selected Chicago public school principals on the theory and on the current practice of community participation in the affairs of the local schools, (2) to examine the principals' stances on the roles of the principal, the School Board, and the community in the implementation of such policy, and (3) to compare each of the principals' stances to the corresponding stances of the district superintendents and the local school council leaders.

A number of demographic variables of administrators and of school-communities were also selected for examination in order to determine whether a pattern and/or a trend was evident between these variables and the stances of the respondents. Selected demographic variables included the following:

- (a) Racial-ethnic composition of the school
- (b) Type of school--K to 6, K to 8, High
- (c) Socio-economic status of the school
- (d) History of local school-community situation, and district-community situation
- (e) Sex of the respondents

- (f) Racial-ethnic background of the administrators
- (g) Years of service in the administrative field
- (h) Method of principal certification and principal selection procedures
- (i) Aspirations for administrative advancement

Six main hypotheses were developed in order to test the stances of the principals, district superintendents, and local school council leaders on the theory and on the practice of community participation in local school affairs, and on the roles of the principal, the School Board and central administration, and the local school community in the implementation of the participation policy:

1. In their stances regarding the theory of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.
2. In their assessments of the workability of local school councils in the practice of community participation in local school affairs, there will be a significant difference among principals, district superintendents, and local school council leaders.
3. There will be a significant difference between (1) the principals' stance on the theory and their stance on the current practice of community participation in local school affairs, (2) the district superintendents' stance on the theory and their stance on the current practice of community participation in local school affairs, and (3) the local school council leaders' stance on the theory and their stance on the current practice of community participation in local school affairs.
4. There will be a significant difference among principals, district superintendents, and local school council leaders regarding the bases on which they accept or reject community participation in local school affairs.

5. In their assessments of the principal's crucial role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.
6. In their assessments of the Chicago School Board's and the central administration's supportive role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.

The presentation and analysis of data pertaining to each hypothesis followed:

Hypothesis One

In their stances regarding the theory of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.

Hypothesis One sought (1) to identify the stances of the respondent groups on community participation in local school affairs at the theoretical or ideational level, and (2) to test for any significant differences in the stances of the respondent groups. The stances of the respondents on the concept of community participation in local school affairs were regarded to represent most cogent areas of inquiry in realizing effective and efficient school-community relations. The information regarding the stances of the respondent groups was to provide helpful insights into each group's impact on the participation practice effort.

If community participation in the education process was to be meaningful, we had been told, participants first

had to become committed to the idea that the people of the community, and especially the parents, ought to have an important say in the education process. The belief system of the participants relative to community participation in the affairs of the local school was recognized to have an important bearing on the expectations, as well as the efforts, of the participants in the implementation attempts for community participation in the affairs of the local schools (see pages 15 through 23 of chapter I).

The respondents' definitions of community participation were very crucial, indeed. If participants were not convinced at the theoretical or ideational level, then not much was to be expected of unconvinced 'disciples'. (Although adherence to the theory of community participation in local school affairs did not by itself guarantee a practical application in all instances, it seemed more likely that a lack of theoretical persuasion would result, if not in the complete absence of the practice, in a half-hearted effort at the very best.)

Viewing a high degree of agreement among participants on the major premises of the participation policy as essential for the successful implementation of such policy, any dichostacy among the identified groups of respondents on the theory of community participation in local school affairs would be indicative of conflict among the significant groups--a conflict of either an overt or a covert nature. The identification of conflict and its possible

source were to provide assistance in gaining better insights into the state of the implementation of the policy of community participation in local school affairs.

Questionnaire items one through thirty-eight sought to elicit responses from the respondents in regard to their theoretical convictions on community participation in local school affairs. The thirty-eight items were further divided into sub-scales, each covering a distinct area of possible community participation in the affairs of the local school, in order to probe further into the respondents' stances in each specific sub-area (see chapter III).

In examining the data relative to Hypothesis One, a significant F ratio ($F = 25.04$; $df = 3, 179$; $p < .01$) was observed for difference in the mean scores of the stances of principals, district superintendents, local school council officers and local school council members, regarding the theory of community participation in local school affairs (see table 2). As such, Hypothesis One was accepted.

Following the significant F ratio, the Newman-Keuls test was applied to the data in order to examine the nature of the differences, and to probe for more exact information on the specific location of the identified significance. The Newman-Keuls test (see table 3) indicated, at .05 level of significance, that although local school council officers differed significantly from principals and district superintendents, principals and district superintendents did not differ significantly from each other. A similar

TABLE 1

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS--GENERAL AREA

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
$\bar{X} = 2.68$	$\bar{X} = 3.00$	$\bar{X} = 3.73$	$\bar{X} = 3.30$
s = 0.66	s = 0.83	s = 0.77	s = 1.00

TABLE 2

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS -GENERAL AREA

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	39.0613	13.0204	25.038*
RESIDUAL	179	93.0857	0.5200	
TOTAL	182	132.1470		

* $p < .01$

TABLE 3

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 1

Treatments	Ordered Sample Means				
		1	2	4	3
	Means	2.68	3.00	3.30	3.73
1	2.68	-	0.32	0.62**	1.05**
2	3.00		-	0.30	0.73**
4	3.30			-	0.43
3	3.73				-

** Denote significant differences, that is, $p < .05$.

lack of significant difference was indicated between local school council officers and local school council members. Such findings pointed to a consistency in the stances on the theory of community participation in local school affairs between the two groups of professionals, as well as between the two community groups.

In examining table 1, principals, with a mean score of 2.68, were observed to have the lowest mean score of the four respondent groups, corresponding to the "Undecided" category of the Likert scale, while local school council officers, with a mean score of 3.73, were observed to have the highest mean score among all respondent groups, corresponding to the "Agree" category of the same scale. Although all standard deviations pointed to a relative consistency within each of the respondent groups, such consistency appeared to be higher within the principals and the local school council officers groups, clearly pointing to a higher cohesiveness in the stances on the theory of community participation in local school affairs within each of the two groups.

District superintendents, with a mean score of 3.00, although close to the 2.68 mean score of the principals respondent group, were also close to the 3.30 mean score of the local school council members group--a group known in practice as the more conservative of the two community groups. This observed lack of significant difference between the mean scores of the stances on the theory of community participation in local school affairs of the district

superintendents and the local school council members was also verified by the Newman-Keuls test (see table 3).

Since the total area of local school affairs where a community might participate was identified as being comprised of four distinct sub-areas, namely, Personnel, Curriculum, Policies and Procedures, and Finance, the same treatment and analysis were made of the collected data corresponding to each of the sub-areas, in order to probe further into the particular theoretical stances of the respondent groups. Tables 4 through 15 presented the treated data of responses relative to the four specific sub-areas.

In examining the treated data related to the sub-area of Personnel, a significant F ratio ($F = 35.61$; $df = 3, 179$; $p < .01$) was observed for difference in the mean scores of the principals, district superintendents, local school council officers, and local school council members (see table 5). Such findings were in support of Hypothesis One.

The Newman-Keuls test applied to the data identified significant differences, at the .05 level of significance, between the professional and community groups (see table 6). No significant differences were identified between the two groups of professionals, or between the two community groups.

In inspecting the treated data in table 4, the local school council officers, with a mean score of 3.71, corresponding to the "Agree" category of the Likert scale, were observed to have the highest mean score of all

TABLE 4

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-AREA OF PERSONNEL

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
\bar{X} = 2.14	\bar{X} = 2.47	\bar{X} = 3.71	\bar{X} = 3.30
s = 0.84	s = 1.12	s = 1.03	s = 0.96

TABLE 5

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-AREA OF PERSONNEL

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	92.0981	30.6994	35.610*
RESIDUAL	179	154.3137	0.8621	
TOTAL	182	246.4119		

* $p < .01$

TABLE 6

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 4

	Ordered Sample Means				
Treatments		1	2	4	3
	Means	2.14	2.47	3.30	3.71
1	2.14	-	0.33	1.16**	1.57**
2	2.47		-	0.83**	1.24**
4	3.30			-	0.41
3	3.71				-

** $p < .05$

respondent groups, while the principals, with a mean score of 2.14, corresponding to the "Disagree" category of the same scale, were observed to have the lowest mean score. The district superintendents, with a mean score of 2.47, corresponding to the "Disagree" category of the scale, were closer to the principals group, while the local school council members, with a mean score of 3.30, corresponding to the "Undecided" category of the scale, were closer to the local school council officers group.

In examining the treated data related to the sub-area of Curriculum, a significant F ratio ($F = 11.04$; $df = 3, 179$; $p < .01$) was observed for difference in the mean scores of the principals, district superintendents, local school council officers, and local school council members (see table 8). The findings were in support of Hypothesis One.

The Newman-Keuls test applied to the data identified a significant difference, at the .05 level of significance, between the local school council officers and the principals groups (see table 9). No other significant differences were identified by this test between any of the other respondent groups.

In examining the data in table 7, the local school council officers group, with a mean score of 3.60, corresponding to the "Agree" category of the scale, was again observed to hold the highest mean score, while the principals group, with a mean score of 2.84, corresponding to the "Undecided" category, was observed to hold the lowest score.

TABLE 7

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-AREA OF CURRICULUM

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
\bar{X} = 2.84	\bar{X} = 3.35	\bar{X} = 3.60	\bar{X} = 3.08
s = 0.76	s = 0.78	s = 0.82	s = 1.21

TABLE 8

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-AREA OF CURRICULUM

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	21.6226	7.2075	11.045*
RESIDUAL	179	116.8123	0.6526	
TOTAL	182	138.4348		

* $p < .01$

TABLE 9

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 7

Treatments	Ordered Sample Means				
		1	4	2	3
	Means	2.84	3.08	3.35	3.60
1	2.84	-	0.24	0.51	0.76**
4	3.08		-	0.27	0.52
2	3.35			-	0.25
3	3.60				-

** $p < .05$

The mean scores of the district superintendents and of the local school council members, although higher than the mean scores of the principals, were both found to correspond to the "Undecided" category of the scale.

In examining the treated data related to the sub-area of Policies and Procedures, a significant F ratio ($F = 9.93$; $df = 3, 179$; $p < .01$) was observed for difference in the mean scores of the principals, district superintendents, local school council officers, and local school council members (see table 11). The findings supported Hypothesis One.

The Newman-Keuls test applied to the data identified a significant difference, at the .05 level of significance, between the local school council officers and the principals groups (see table 12). No other significant differences were identified by the same test between any of the other respondent groups.

In inspecting the data in table 10, the local school council officers group, with a mean score of 3.75, corresponding to the "Agree" category of the Likert scale, were again observed to hold the highest mean score, while the principals group, with a mean score of 3.08, corresponding to the "Undecided" category, were observed to hold the lowest mean score of all respondent groups.

In examining the treated data relative to the sub-area of Finance, a significant F ratio ($F = 7.85$; $df = 3, 179$; $p < .01$) was observed for difference in the mean scores

TABLE 10

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS, LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-AREA OF POLICIES AND PROCEDURES

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
$\bar{X} = 3.08$	$\bar{X} = 3.36$	$\bar{X} = 3.75$	$\bar{X} = 3.49$
s = 0.74	s = 0.72	s = 0.69	s = 0.96

TABLE 11

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS, LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-AREA OF POLICIES AND PROCEDURES

SOURCE	D.F.	SUN OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	16.1086	5.3695	9.929*
RESIDUAL	179	96.8066	0.5408	
TOTAL	182	112.9153		

* $p < .01$

TABLE 12

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 10

Treatments	Ordered Sample Means				
		1	2	4	3
	Means	3.08	3.36	3.49	3.75
1	3.08	-	0.29	0.42	0.68**
2	3.36		-	0.13	0.39
4	3.49			-	0.26
3	3.75				-

** $p < .05$

of the principals, district superintendents, local school council officers, and local school council members (see table 14). The findings were in support of Hypothesis One.

The Newman-Keuls test applied to the data identified significant differences, at the .05 level of significance, between local school council officers and each of the other three respondent groups. No significant difference was identified between the two professional groups (see table 15).

In inspecting table 13, the local school council officers group and the principals group were observed to hold the highest and the lowest mean scores respectively. The mean score of 3.90 of the local school council officers group corresponded to the "Agree" category of the Likert scale, while the mean score of the other three respondent groups corresponded to the "Undecided" category of the same scale.

In examining the differences in the mean scores of the stances of principals in the various sub-areas of possible community participation, a significant F ratio ($F = 98.64$; $df = 4, 412$; $p < .01$) was observed. Such findings pointed to a significant variability among the theoretical stances of the principals on the various sub-areas of possible community participation in local school affairs.

An inspection of the mean scores of the principals stances on the theory of participation, as identified in the various sub-areas of participation (see table 16), indicated that although all mean scores corresponded to

TABLE 13

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-AREA OF FINANCE

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
$\bar{X} = 3.27$	$\bar{X} = 3.36$	$\bar{X} = 3.90$	$\bar{X} = 3.29$
s = 0.78	s = 0.87	s = 0.70	s = 1.14

TABLE 14

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-AREA OF FINANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	14.4985	4.8328	7.851*
RESIDUAL	179	110.1880	0.6156	
TOTAL	182	124.6865		

* $p < .01$

TABLE 15

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 13

	Ordered Sample Means				
Treatments		1	4	2	3
	Means	3.27	3.29	3.36	3.90
1	3.27	-	0.02	0.09	0.63**
4	3.29		-	0.07	0.61**
2	3.36			-	0.54**
3	3.90				-

** $p < .05$

TABLE 16

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-ALL SUB-AREAS

Respondent Classification	Sub-Area of Personnel	Sub-Area of Curriculum	Sub-Area of Policies and Procedures	Sub-Area of Finance	TOTAL AREA
Principals	N = 104	N = 104	N = 104	N = 104	N = 104
	$\bar{X} = 2.14$	$\bar{X} = 2.84$	$\bar{X} = 3.08$	$\bar{X} = 3.27$	$\bar{X} = 2.68$
	s = 0.84	s = 0.76	s = 0.74	s = 0.78	s = 0.66
District Superintendents	N = 16	N = 16	N = 16	N = 16	N = 16
	$\bar{X} = 2.47$	$\bar{X} = 3.35$	$\bar{X} = 3.36$	$\bar{X} = 3.36$	$\bar{X} = 3.00$
	s = 1.12	s = 0.78	s = 0.72	s = 0.87	s = 0.83
L.S.C.O.	N = 54	N = 54	N = 54	N = 54	N = 54
	$\bar{X} = 3.71$	$\bar{X} = 3.60$	$\bar{X} = 3.75$	$\bar{X} = 3.90$	$\bar{X} = 3.73$
	s = 1.03	s = 0.82	s = 0.69	s = 0.70	s = 0.77
L.S.C.M.	N = 9	N = 9	N = 9	N = 9	N = 9
	$\bar{X} = 3.30$	$\bar{X} = 3.08$	$\bar{X} = 3.49$	$\bar{X} = 3.29$	$\bar{X} = 3.30$
	s = 0.96	s = 1.21	s = 0.96	s = 1.14	s = 1.00

either the "Disagree" or the "Undecided" categories of the Likert scale, principals had the highest mean score in the area of Finance, and the lowest mean score in the area of Personnel.

A significant F ratio ($F = 15.67$; $df = 4, 60$; $p < .01$) was also observed for difference in the mean scores of the stances of district superintendents in the sub-areas of participation. While all mean scores of the district superintendents group corresponded to either the "Disagree" or the "Undecided" categories of the Likert scale, the lowest mean score held by the group was in the sub-area of Personnel.

No significant F ratios were identified for difference in the mean scores of the stances on the sub-areas of participation of each of the local school council officers ($F = 3.39$; $df = 4, 212$; $p > .05$), and the local school council members ($F = 1.73$; $df = 4, 32$; $p > .05$) groups. Of significance was the observation that all mean scores of the local school council officers group, in contrast to all other respondent groups, corresponded to the "Agree" category of the scale, while all but one of the mean scores of the local school council members group corresponded to the "Undecided" category of the scale.

In review, the purpose of Hypothesis One was to identify the stances of principals, district superintendents, and local school council leaders on the theory of community participation in the affairs of the local schools, and to

test for any significant differences in the stances of the respondent groups. From the examination of the data collected relative to Hypothesis One, the following observations were made:

1. There was a significant difference observed in the mean scores of the stances on the theory of community participation of principals and local school council officers.

2. There was a significant difference observed in the mean scores of the stances on the theory of community participation of district superintendents and local school council officers.

3. There were significant differences observed in the mean scores of the stances of principals and local school council officers in each of the sub-areas of the theory of community participation in local school affairs.

4. There were no significant differences indicated in the mean scores of the stances on community participation of the two professional groups of respondents, either in the total area, or in any of the sub-areas of participation.

5. There were no significant differences indicated in the mean scores of the stances on community participation of the two community groups, either in the total area, or in any of the sub-areas of participation, except in the sub-area of Finance.

6. There were no significant differences indicated

in the mean scores of the stances on community participation of the district superintendents and the local school council members, either in the total area, or in any of the sub-areas of participation, except in the sub-area of Personnel.

7. The local school council officers had the highest mean scores for stances regarding the theory of community participation in local school affairs among all respondent groups.

8. The principals had the lowest mean scores for stances regarding the theory of community participation in local school affairs among all respondent groups.

9. There were significant differences revealed in the mean scores of the stances in the sub-areas of community participation in local school affairs within each of the principal and district superintendent groups. However, such differences were contained within the boundaries of the "Disagree" and "Undecided" categories of the Likert scale.

10. There were no significant differences indicated in the mean scores of the stances in the sub-areas of community participation in local school affairs within each of the local community groups.

11. The local school council officers group displayed a general acceptance at the theoretical level of the notion of community participation in local school affairs, with mean scores corresponding to the "Agree" category of

the Likert scale.

12. Principals, district superintendents, and local school council members displayed a general lack of acceptance at the theoretical level of the notion of community participation in local school affairs, with mean scores corresponding to the "Disagree" and "Undecided" categories of the Likert scale.

13. Of the two community groups, the local school council officers group displayed higher mean scores on the theory of community participation in local school affairs, while of the two professional groups, the principals group displayed the lower mean scores.

The identified significant differences in the mean scores of the stances of the four respondent groups on the theory of community participation in local school affairs, and the higher mean scores of the local school council officers group, indicating definite acceptance of the notion of community participation in the affairs of the local school, were both in line with the researcher's expectations, in view of the fact that the notion of community participation in local school affairs had originated in the community and not within the school organization.

However, the very low mean scores for stances of the principals group on the theory of community participation in local school affairs, showing a lack of acceptance, was, indeed, not expected by the researcher, in view of the fact that the policy of community participation was a School Board

policy (see appendix C), and as such the principals 'had to believe in it', or at least 'had to profess that they believed in it'.

The higher mean scores of the district superintendents group were, indeed, expected by the researcher, since district superintendents were closer to the policy making body of the School Board, while also further removed from the local school-community situation which was making extra demands, thus interfering with the time and imposing on the expertise of the local school administrator. But in view of the fact of the very low mean scores of the principals, the higher mean scores of the district superintendents were not high enough to demonstrate the expected and satisfactory agreement with, and support for, the School Board policy.

Of interest at this point seemed to be the observation that the several mean scores for stances of the professionals corresponding to the "Undecided" category of the Likert scale, although not indicating an adequate acceptance of the participation concept on the part of the respondents, did suggest a state of mind which, though reserved, was not entirely closed.

The significant differences in the mean scores of the stances of the two professional groups in the sub-areas of community participation, with the highest mean score in the sub-area of Finance, and the lowest mean score in the sub-area of Personnel, were expected by the researcher. It was possible that professional school administrators would

perceive the acceptance of participants in the various sub-areas of participation as holding different degrees of risks to the administrator in the discharge of his administrative duties and responsibilities. Chicago school principals tended to see little risk in the community's participation in the area of Finance, where decision making authority and responsibility were too limited as well as carefully prescribed by School Board policies, affording little room for varied action at the local level.

The demonstration of higher mean scores for stances on community participation of the local school council officers group, as compared to the lower mean scores of the local school council members group, was also expected by the researcher on the reasoning that higher scores for stances on participation was a concomitant of the leadership posts of the officers of the local school councils.

From the preceding analysis of the treated data relative to Hypothesis One, four major conclusions were drawn:

A. Local school council officers displayed a general acceptance at the theoretical level of the concept of community participation in local school affairs.

B. Principals and district superintendents displayed a general lack of acceptance at the theoretical level of the concept of community participation in school affairs.

C. There was pronounced disagreement regarding community participation in local school affairs at the theoretical level between the professional and community

groups. Such disagreement persisted when community participation stances were examined in relationship to the sub-areas of Personnel, Curriculum, Policies and Procedures, and Finance.

D. There was agreement regarding community participation in local school affairs at the theoretical level between principals and district superintendents. Such agreement persisted when the stances on community participation in local school affairs were examined in relationship to the sub-areas to Personnel, Curriculum, Policies and Procedures, and Finance.

In other words, research findings relative to the stances of respondent groups on the theory of community participation in local school affairs had unveiled not only unconvinced participants, but also the existence of a serious dichostacy between the stances of the participant groups. Indeed, two of the significant groups of participants, namely principals and district superintendents, were shown to be less than convinced of the idea of community participation in local school affairs (with stances ranging from disagreement to indecision), while the local school council leaders group was shown to be totally convinced of the idea of community participation in the affairs of the local schools (with stances displaying definite agreement).

The existence of conflict of an overt and/or a covert nature harboring in the total effort of community participation in local school affairs could easily be

inferred from the above findings. One might also infer the negative impact on the participation practice of unconvinced participants, particularly when such participants were in charge of the implementation of the community participation policy. The inference might also be drawn that under such circumstances, and in the present context, the chances which community participation in local school affairs had to become effective and successful were rather limited.

Assuming that there existed a genuine desire for community participation in the affairs of the local schools in the Chicago School Board's Policy of Community Participation (see appendix C), it appeared imperative that the Board ought to invest the necessary effort to investigate the reasons behind the reserved stances of the professional school administrators regarding community participation in local school affairs, and hence to develop a plan for the implementation of the Policy of Community Participation, which had as objectives, among others, (a) the modification of school administrators' stances on community participation in local school affairs, (b) the consideration of school administrators' concerns, and (c) the incorporation of school administrators' recommendations.

Hypothesis Two

In their assessments of the workability of local school councils in the practice of community participation in local school affairs, there will be

a significant difference among principals, district superintendents, and local school council leaders.

Hypothesis Two sought to identify the stances of the respondents--principals, district superintendents, and local school council leaders--on the current practice of community participation in local school affairs, and to determine the existence of any significant difference in the stances of the respondent groups on the participation practice. The Local School Council, which was the Chicago School System's designated official model or framework for community participation in the affairs of the local schools, was of primary concern here.

Did the respondents judge the Local School Council as a viable (workable) force?--viability judged in terms of (a) structure, (b) operation, (c) consequences or accomplishments, and (d) solidarity or firmness of practice (see chapter III). Were the respondent groups indicating satisfaction with the extent of the current participation practice, or were they favoring some alteration or modification of the current participation practice.

If such was the framework and the respondents recognized it as ineffective in the pursuit of effective community participation in the affairs of the local schools, (even though, in some cases, such ineffectiveness might have been the result of the school administrators' or laymen's own action or inaction), one would expect that the participant's effectiveness would be handicapped by the use

of a defective tool--perceived or real--and as a result the impact on the implementation of the policy of community participation would be less than positive.

Persons knowledgeable in the field of community involvement had insisted that well organized and well functioning community advisory councils were highly useful tools for professionals and laymen concerned about improving the quality of education.¹ Several maintained that effective results were ensured when the framework allowed for really representative and direct participation.² Others held that effectiveness was enhanced when participants were able to make choices on knowledgeable bases.³ Recommendations abounded for organizational support, services and technical assistance.⁴

Yet, the observation was repeatedly made that several structures for community participation were, more often than not, putting forward the illusion of community representation in public education, when the real goal was 'maximum, feasible, friendly citizen participation', a middle class description for citizen groups which might be trusted never

¹The Recruitment Leadership and Training Institute, Community Parity in Federally Funded Programs, pp. 12-17.

²Fantini, Community Control and the Urban School, p. 11.

³May, "A Study of the Perceptions of Effectiveness of Local School Committees in Four County Unit School Districts in Oregon," p. 98.

⁴The Recruitment Leadership and Training Institute, Community Parity in Federally Funded Programs, p. 14

to challenge or embarrass those whom they were permitted to advise.¹ Critics pointed out that often seemed as if the intent of the school systems was to exploit such mechanisms of participation as placation devices, with the advisory council becoming just another scheme to absorb some of the unsettling impact of the wave-makers.² The claim was often stated that school officials and school boards permitted community persons and parents to play whatever minimum roles, and make whatever minimum decisions necessary in order to keep the noise level down.³

Harold H. Weissman, Executive Director of Mobilization for Youth, Inc., in New York City, and editor of the New Social Work series, a four-volume analytical history of the pioneer anti-poverty agency, as well as author of articles in Social Work Practice and Social Work, in an extensive analysis of community councils, warned against the dangers of limited involvement, observing that in situations of limited involvement of people, "issues tend to be simplified into such areas as 'power-grabbing' and 'take-over'," and concluded that without a structure and a procedure planned to act as a counter-weight, "the result tends to be participation of the community by some elements to the exclusion of

¹Bourgeois, "Community Control and Urban Conflict," p. 248.

²Frey, Meeting the Educational Needs of the Community: Trends in School-Community Interaction, p. 21.

³The Recruitment Leadership and Training Institute, Community Parity in Federally Funded Programs, pp. 26-27.

others, and does not necessarily lead to more effective services."¹

Questionnaire items thirty-nine through fifty-nine, born primarily out of the review of the related literature and research (see chapter III), sought to examine the respondents' stances on the viability of the Local School Council, and hence determine the respondents' persuasion of the value and effectiveness of community participation in local school affairs as currently practiced.

Special effort was made to determine the respondents' stances in terms of the components of the participation practice, as such components were identified in the related literature and professional research, and expanded during the field testing phase of the Questionnaire instrument. The components considered were (a) the Structure component, (b) the Operation component, (c) the Accomplishment component, (d) the Firmness component, (e) the Future-as-Present component, and (f) the Future-with-Increase component (see chapter III).

In examining the data relative to Hypothesis Two, a significant F ratio ($F = 12.46$; $df = 3, 179$; $p < .01$) was observed for difference in the mean scores of the stances of principals, district superintendents, local school council officers and local school council members, regarding the practice of community participation in local school

¹Weissman, Community Councils and Community Control-The Workings of Democratic Mythology, p. 174.

affairs (see table 18). As such, Hypothesis Two was accepted.

Following the significant F ratio, the Newman-Keuls test applied to the data indicated, at .05 level of significance, that each of the community groups differed significantly from each of the professional groups (see table 19). There was no significant difference revealed between the mean scores of the two groups of professionals, or between the mean scores of the two community groups.

An examination of table 17, displaying pertinent information regarding the means and standard deviations of the stances of the respondents on the practice of community participation in local school affairs, indicated that local school council members, with a mean score of 3.49, corresponding to the "Agree" category of the Likert scale, held the highest mean score among all respondent groups, while principals, with a mean score of 2.69, corresponding to the "Undecided" category of the scale, held the lowest mean score. The relative consistency within the respondent groups, observed through an inspection of the standard deviations, although high within the local school council officers group, appeared even higher within each of the two professional groups.

Since the practice of community participation in local school affairs had been investigated in terms of a number of components, such as (a) the Structure component, (b) the Operation component, (c) the Accomplishments

TABLE 17

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
\bar{X} = 2.69	\bar{X} = 2.71	\bar{X} = 3.31	\bar{X} = 3.49
s = 0.61	s = 0.61	s = 0.76	s = 1.00

TABLE 18

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-OVERALL AREA

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	17.3088	5.7696	12.458*
RESIDUAL	179	82.8997	0.4631	
TOTAL	182	100.2085		

* $p < .01$

TABLE 19

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 17

Treatments	Ordered Sample Means				
		1	2	3	4
	Means	2.69	2.71	3.31	3.49
1	2.69	-	0.02	0.62**	0.80**
2	2.71		-	0.60**	0.78**
3	3.31			-	0.18
4	3.49				-

** $p < .05$

component, (d) the Firmness of Practice component, (e) the Future-as-Present component, and (f) the Future-with-Increase component, the same treatment and analysis were made of the collected data corresponding to each of the components. The purpose was to probe further into the particular stances held by the respondents in regard to the practice of community participation in local school affairs. Tables 20 through 35 presented the treated data on the responses in these areas of investigation.

In examining the treated data relative to the Structure component, no significant F ratio ($F = 2.49$; $df = 3$, 179; $p > .05$) was observed for difference in the mean scores of principals, district superintendents, local school council officers, and local school council members (see table 21). The finding was not in support of Hypothesis Two.

An examination of table 20, displaying data on the means and standard deviations of the stances of the respondent groups relative to the Structure component of the practice of participation, indicated that the highest mean score, corresponding to the "Agree" category of the Likert scale, was held by the local school council members group. Although the mean scores of all other respondent groups corresponded to the "Undecided" category of the scale, the scores of the two professional groups were the lowest.

In examining the treated data relative to the Operation component, a significant F ratio ($F = 16.50$; $df = 3$,

TABLE 20

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-STRUCTURE COMPONENT

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
$\bar{X} = 3.12$	$\bar{X} = 3.11$	$\bar{X} = 3.39$	$\bar{X} = 3.81$
s = 0.84	s = 0.84	s = 0.96	s = 1.08

TABLE 21

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-STRUCTURE COMPONENT

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	5.9092	1.9697	2.491**
RESIDUAL	179	141.5420	0.7907	
TOTAL	182	147.4512		

**p > .05

179; $p < .01$) was observed for difference in the mean scores of the stances of principals, district superintendents, local school council officers, and local school members (see table 23). The findings were in support of Hypothesis Two.

Following the significant F ratio, the Newman-Keuls test applied to the data indicated, at .05 level of significance, that each of the community groups differed significantly from each of the professional groups (see table 24). No significant differences were revealed between the mean scores of the two community groups, or between the mean scores of the two professional groups.

An inspection of table 22, displaying the means and standard deviations of the stances of the respondent groups relative to the Operation component of the participation practice, indicated that the two community groups had higher mean scores, both corresponding to the "Agree" category of the Likert scale, while the two professional groups had lower mean scores, both corresponding to the "Undecided" category of the scale.

In examining the treated data relative to the Accomplishments component of the participation practice, a significant F ratio ($F = 7.55$; $df = 3$, 179; $p < .01$) was observed for difference in the mean scores of the stances of principals, district superintendents, local school council officers, and local school council members (see table 26). The findings were in support of Hypothesis Two.

TABLE 22

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-OPERATION COMPONENT

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
$\bar{X} = 2.64$	$\bar{X} = 2.66$	$\bar{X} = 3.59$	$\bar{X} = 3.81$
s = 0.89	s = 0.72	s = 0.94	s = 1.03

TABLE 23

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-OPERATION COMPONENT

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	39.6636	13.2212	16.498*
RESIDUAL	179	143.4475	0.8014	
TOTAL	182	183.1111		

* $p < .01$

TABLE 24

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 22

		Ordered Sample Means			
Treatments		1	2	3	4
	Means	2.64	2.66	3.59	3.81
1	2.64	-	0.02	0.95**	1.17**
2	2.66		-	0.93**	1.15**
3	3.59			-	0.22
4	3.81				-

** $p < .05$

Following the significant F ratio, the Newman Keuls test applied to the data indicated, at .05 level of significance, that each of the community groups differed significantly from each of the professional groups (see table 27). No significant differences were revealed between the mean scores of the two community groups, or between the mean scores of the two professional groups.

An examination of table 25, displaying data on the means and standard deviations of the stances of the respondent groups relative to the Accomplishments component of participation, indicated that the two community groups had higher scores, corresponding to the "Undecided" category of the Likert scale, while the two professional groups had lower mean scores, corresponding to the "Disagree" category of the scale.

In examining the treated data relative to the Firmness-of-Practice component, a significant F ratio ($F = 7.58$; $df = 3, 179$; $p < .01$) was observed for difference in the mean scores of the stances of principals, district superintendents, local school council officers and local school council members (see table 29). The findings supported Hypothesis Two.

Following the significant F ratio, the Newman-Keuls test applied to the data indicated, at the .05 level of significance, that each of the community groups differed significantly from each of the professional groups (see table 30). No significant differences were revealed

TABLE 25

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-ACCOMPLISHMENTS COMPONENT

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
\bar{X} = 2.44	\bar{X} = 2.46	\bar{X} = 2.98	\bar{X} = 3.14
s = 0.64	s = 0.60	s = 0.92	s = 1.17

TABLE 26

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-ACCOMPLISHMENTS COMPONENT

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	13.1541	4.3847	7.554*
RESIDUAL	179	103.8931	0.5804	
TOTAL	182	117.0471		

* $p < .01$

TABLE 27

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 25

Treatments	Ordered Sample Means				
		1	2	3	4
	Means	2.44	2.46	2.98	3.14
1	2.44	-	0.02	0.54**	0.70**
2	2.46		-	0.52**	0.68**
3	2.98			-	0.16
4	3.14				-

** $p < .05$

between the mean scores of the two community groups, or between the mean scores of the two professional groups.

An inspection of table 28, displaying data on the means and standard deviations of the stances of the respondents relative to the Firmness-of-Practice component of the participation practice, indicated that the two community groups held higher mean scores, corresponding to the "Agree" category of the Likert scale, while the two professional groups held lower mean scores, corresponding to the "Undecided" category of the scale.

In examining the treated data relative to the Future-as-Present component of the participation practice, no significant F ratio ($F = 2.24$; $df = 3, 179$; $p > .05$) was observed for difference in the mean scores of the stances of principals, district superintendents, local school council officers, and local school council members (see table 32). The findings did not support Hypothesis Two.

An inspection of table 31, displaying data on the means and standard deviations of the stances of the respondents relative to the Future-as-Present component of the practice of participation, indicated that the principals held the lowest mean score, corresponding to the "Undecided" category of the Likert scale, while the other respondent groups held higher mean scores, all of which corresponded to the "Agree" category of the scale.

In examining the treated data relative to the Future-with-Increase component of the participation practice,

TABLE 28

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE OF
COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-FIRMNESS-OF-PRACTICE COMPONENT

Principals	District Superintendents	L.S.C.O	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
\bar{X} = 3.04	\bar{X} = 3.13	\bar{X} = 3.85	\bar{X} = 4.00
s = 1.16	s = 1.02	s = 1.04	s = 1.22

TABLE 29

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE OF
COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-FIRMNESS OF PRACTICE COMPONENT

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	28.2556	9.4185	7.580*
RESIDUAL	179	222.4114	1.2425	
TOTAL	182	250.6670		

* $p < .01$

TABLE 30

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 28

Treatments	Ordered Sample Means				
		1	2	3	4
	Means	3.04	3.13	3.85	4.00
1	3.04	-	0.09	0.81**	0.96**
2	3.13		-	0.72**	0.87**
3	3.85			-	0.15
4	4.00				-

** $p < .05$

TABLE 31

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE OF
COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-FUTURE-AS-PRESENT COMPONENT

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
\bar{X} = 3.25	\bar{X} = 3.63	\bar{X} = 3.74	\bar{X} = 3.56
s = 1.10	s = 0.89	s = 1.32	s = 1.51

TABLE 32

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE OF
COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-FUTURE-AS-PRESENT COMPONENT

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	9.3052	3.1017	2.240**
RESIDUAL	179	247.8430	1.3846	
TOTAL	182	257.1482		

** $p > .05$

a significant F ratio ($F = 23.92$; $df = 3, 179$; $p < .01$) was observed for difference in the mean scores of the stances of principals, district superintendents, local school council officers and local school council members (see table 34). The finding supported Hypothesis Two.

Following the significant F ratio, the Newman-Keuls test applied to the data indicated, at the .05 level of significance, that each of the community groups differed significantly from each of the professional groups (see table 35). No significant differences were revealed between the mean scores of the two community groups, or between the mean scores of the two professional groups.

An inspection of table 33, displaying data on the means and standard deviations of the stances of the respondents relative to the Future-with-Increase component of participation, indicated that the district superintendents held the lowest mean score, corresponding to the "Disagree" category of the Likert scale, while both community groups held the highest mean scores, corresponding to the "Agree" category of the scale. The mean score of the principals group was found to correspond to the "Undecided" category.

In examining the differences in the mean scores of the stances of the principals on the various components or aspects of participation practice, a significant F ratio ($F = 17.16$; $df = 6, 618$; $p < .01$) was determined. A significant F ratio ($F = 8.38$; $df = 6, 90$; $p < .01$) was also observed for difference in the mean scores of the stances

TABLE 33

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS, LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-FUTURE INCREASE COMPONENT

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
\bar{X} = 2.82	\bar{X} = 2.44	\bar{X} = 4.24	\bar{X} = 3.89
s = 1.16	s = 1.09	s = 0.89	s = 1.54

TABLE 34

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS, LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-FUTURE INCREASE COMPONENT

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	86.7031	28.9010	23.925*
RESIDUAL	179	216.2261	1.2080	
TOTAL	182	302.9292		

* $p < .01$

TABLE 35

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 33

Treatments	Ordered Sample Means				
		2	1	3	4
	Means	2.44	2.82	3.89	4.24
2	2.44	-	0.38	1.45**	1.80**
1	2.82		-	1.07**	1.42**
3	3.89			-	0.35
4	4.24				-

** $p < .05$

of the district superintendents. Such findings were indicative of the significant variability in the stance of both groups of respondents on the various components of the participation practice. An inspection of the mean scores of the stances on the components of participation of principals and district superintendents (see table 36) revealed that the lowest mean scores for both groups of respondents were in relation to the Accomplishments, Operation, and Future-with-Increase components, while the highest scores for both groups were in relation to the Future-as-Present component.

A significant F ratio ($F = 15.45$; $df = 6, 318$; $p < .01$) was also observed for difference in the mean scores of the stances of local school council officers on the various components of the practice of participation. No significant F ratio was observed for difference in the mean scores of the stances of local school council members on the various components of the participation practice ($F = 1.24$; $df = 6, 48$; $p > .05$).

In review, the purpose of Hypothesis Two was to identify the stances of the principals, district superintendents, and local school council leaders on the practice of community participation in local school affairs, and to determine the existence of any significant differences in the stances of the respondent groups on the participation practice. From the examination of the relative data of the present research study, the following were observed:

TABLE 36

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE PRACTICE
OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-ALL COMPONENTS

Respondents	Structure	Operation	Accom- plishments	Firmness	Future as Present	Future Increase	Total Practice
Principals	N = 104	N = 104	N = 104	N = 104	N = 104	N = 104	N = 104
	$\bar{X} = 3.12$	$\bar{X} = 2.64$	$\bar{X} = 2.44$	$\bar{X} = 3.04$	$\bar{X} = 3.25$	$\bar{X} = 2.82$	$\bar{X} = 2.69$
	s = 0.84	s = 0.89	s = 0.64	s = 1.16	s = 1.10	s = 1.16	s = 0.61
District Superin- tendents	N = 16	N = 16	N = 16	N = 16	N = 16	N = 16	N = 16
	$\bar{X} = 3.11$	$\bar{X} = 2.66$	$\bar{X} = 2.46$	$\bar{X} = 3.13$	$\bar{X} = 3.63$	$\bar{X} = 2.44$	$\bar{X} = 2.71$
	s = 0.84	s = 0.72	s = 0.60	s = 1.02	s = 0.89	s = 1.09	s = 0.61
L.S.C.O.	N = 54	N = 54	N = 54	N = 54	N = 54	N = 54	N = 54
	$\bar{X} = 3.39$	$\bar{X} = 3.59$	$\bar{X} = 2.98$	$\bar{X} = 3.85$	$\bar{X} = 3.74$	$\bar{X} = 4.24$	$\bar{X} = 3.31$
	s = 0.96	s = 0.94	s = 0.92	s = 1.04	s = 1.32	s = 0.89	s = 0.76
L.S.C.M.	N = 9	N = 9	N = 9	N = 9	N = 9	N = 9	N = 9
	$\bar{X} = 3.81$	$\bar{X} = 3.81$	$\bar{X} = 3.14$	$\bar{X} = 4.00$	$\bar{X} = 3.56$	$\bar{X} = 3.89$	$\bar{X} = 3.49$
	s = 1.08	s = 1.03	s = 1.17	s = 1.22	s = 1.51	s = 1.54	s = 1.00

1. There were significant differences observed in the mean scores of the stances of local school council officers and each of the professional groups on the practice of community participation in local school affairs.

2. There were significant differences observed in the mean scores of the stances of local school council members and each of the professional groups on the practice of community participation in local school affairs.

3. There were significant differences observed in the mean scores of the stances of local school council officers and each of the professional groups on all components of the participation practice, except the Structure and the Future-as-Present components.

4. There were significant differences observed in the mean scores of the stances of local school council members and each of the professional groups on all components of the participation practice, except the Future-as-Present component.

5. There were no significant differences observed in the mean scores of the stances of the two professional groups, either in the total area of practice or in any of the components of practice.

6. There were no significant differences observed in the mean scores of the stances of the two community groups, either in the total area of the participation practice, or in any of the components of the practice.

7. Regarding the stances on the total area of the practice of community participation, principals were observed to have the lowest mean score of all respondent groups, corresponding to the "Undecided" category of the Likert scale, while all other groups, also holding mean scores corresponding to the "Undecided" category of the scale, had higher mean scores.

8. Regarding the stances on the Structure component of the participation practice, there was no significant difference in the mean scores of principals, district superintendents, and local school council officers--all scores corresponding to the "Undecided" category of the Likert scale.

9. Regarding the stances on the Operation component of the participation practice, principals and district superintendents were observed to hold the lower scores, corresponding to the "Undecided" category of the Likert scale, while local school council officers and local school council members were observed to hold the higher scores, corresponding to the "Agree" category of the scale.

10. Regarding the stances on the Accomplishments component of the Participation practice, principals and district superintendents were observed to hold the lower mean scores, corresponding to the "Disagree" category of the Likert scale, while local school council officers and local school council members were observed to hold the higher mean scores, corresponding to the "Undecided"

category of the scale.

11. Regarding the stances on the Firmness-of-Practice component of the participation practice, principals and district superintendents were observed to hold the lower mean scores, corresponding to the "Undecided" category of the Likert scale, while local school council officers and local school council members were observed to hold the higher mean scores, corresponding to the "Agree" category of the scale.

12. Regarding the stances on the Future-as-Present component of the participation practice, the principals were observed to hold the lowest mean score, corresponding to the "Undecided" category of the Likert scale, while all other respondent groups had higher scores, corresponding to the "Agree" category of the scale.

13. Regarding the stances on the Future-with-Increase component of the participation practice, principals and district superintendents were again observed to hold the lower mean scores, corresponding to the "Undecided" and "Disagree" categories respectively, while the local school council officers and the local school council members were observed to hold the higher mean scores, corresponding to the "Agree" category of the scale.

14. There were significant differences observed in the mean scores of the stances on the components of the participation practice within each of the respondent groups.

The significant differences in the mean scores of the stances of the two community groups and each of the two

groups of professionals on the practice of community participation in local school affairs, and the higher mean scores of the stances of the two community groups, were both in line with the expectations of the researcher, in view of the fact that the notion of community participation in the affairs of the local schools had originated and had been promoted mostly from outside the school organization.

The low mean scores of the stances on the total area of the participation practice of all groups of respondents--no mean score reached the "Agree" category--were also expected, in view of the general criticism on current participation practices.

The lower mean scores of the stances of the local school council officers, as compared to the mean scores of the stances of the local school council members, on the Structure, Operation, Accomplishments, and Firmness-of-Practice components were also expected by the researcher, as were also expected the higher scores of the stances in the Future-as-Present and in the Future-with-Increase components, in view of the higher commitment to the cause of participation by the officers group. (In general, the local school council members appeared to be less demanding and easier to 'please'.)

The high mean scores of the stances of the two community groups on the Future-with-Increase component, although expected, in view of the persistent efforts of forces outside the school organization, were in discrepancy

with the low mean scores of the stances on the Accomplishments component. One might wonder what the motives of the respondents were in the desire for an increase of the participation practice in the future, especially since the mean scores of the stances on the Accomplishments component had indicated the strong reservations of the respondents.

Given the very low mean scores of the stances of the two professional groups on the Structure and Operation components, indicating lack of satisfaction, the low mean scores of their stances on the Accomplishments component, suggesting definite dissatisfaction, and the low mean scores of their stances on the future of the participation practice, indicating reservations, were quite understandable. One might wonder whether the principals' stances on the participation practice would become more optimistic with improvements in the Structure and Operation components.

Of significance was the observation that the mean scores of the stances of the two professional groups were lower on the Operation component than on the Structure component. Though such evidence by no means indicated satisfaction with the Structure component, it did indicate greater dissatisfaction with the Operations component, the very area where the role of the administrator was found to be most crucial.

Of importance also was the observation that the district superintendents indicated disagreement with the option for a future increase in the participation practice,

while agreeing that the present mode of the participation practice should continue into the future. Such stances were not quite compatible with the district superintendents' stance on the current practice of participation. One wondered whether improvement in the Structure and Operation components was what the district superintendent had in mind.

The very low mean scores of the stances of the two professional groups on the Operation and on the Future-with-Increase components were in sharp contrast with the high mean scores of the stances of the two community groups in the same areas. Such inconsistencies raised serious questions concerning the standards, if not the expectations, of the groups under study.

Finally, of significance appeared to be the significant difference in the mean scores of the stances of the professional and community groups on the Firmness-of-Practice component of the participation practice. The stands of the professionals expressing doubtfulness came in sharp contrast with the positive stands of the community groups. One wondered whether such variability was an outgrowth of a combination of knowledge (or lack of it) and wishfulness, on the part of all groups.

From the preceding analysis of the treated data relative to Hypothesis Two, some major conclusions were drawn:

A. All respondent groups--principals, district superintendents, and local school council leaders--expressed

uncertainty concerning the effectiveness of the current practice of community participation in local school affairs.

B. There was disagreement between the local school council leaders group and each of the administrators groups regarding the overall effectiveness of the current participation practice, with the administrators groups rating the current practice of participation much lower than the local school council leaders group.

C. There was agreement regarding the evaluation of the current practice of community participation in local school affairs between principals and district superintendents. Such agreement persisted when the stances of the respondents on the current practice of community participation were examined in relationship to the components of the participation practice.

D. Regarding the stances of the respondents on the components of the participation practice, treated data indicated:

1. All groups of respondents expressed uncertainty regarding the effectiveness of the Structure component of the participation practice.

2. There was disagreement between the local school council leaders group and each of the two administrators groups regarding the effectiveness of the Operation component of the current participation practice, with the local school council leaders group assessing the Operation aspect of the current

participation practice as effective, while the administrators groups expressed uncertainty on the topic.

3. There was disagreement between the local school council leaders group and each of the two administrators groups regarding the effectiveness of the Accomplishments component of the current participation practice, with the administrators groups assessing this component or aspect of the participation practice as ineffective, while the local school council leaders group indicated uncertainty on the topic.

4. There was disagreement between the local school council leaders group and each of the two administrators groups regarding the Firmness-of-Practice component of the current participation practice, with the local school council leaders group assessing the practice of community participation in local school affairs as firmly established, while the administrators groups expressed uncertainty on the topic.

5. There was agreement between district superintendents and local school council leaders regarding the maintenance of the current functions of the Local School Council in the future. However, principals expressed uncertainty on the topic.

6. There was disagreement between the local school council leaders group and each of the two

administrators groups regarding the increase of the current functions of the Local School Council in the future, with the local school council leaders group indicating a preference for an increase, and the administrators groups expressing disagreement with the idea.

The research findings relative to the stances of the respondent groups on the current practice of community participation in local school affairs had thus revealed (1) that participant groups lacked in persuasion regarding the effectiveness of the current practice of community participation in local school affairs, and (2) that there was disagreement in the assessment of the current participation practice between the professional and the laymen groups, with the professional administrators being much more critical.

One might easily infer that the impact of unpersuaded, often negative, participants, as well as the conflict arising as a result of the dissension between the participant groups, would be less than favorable on the current participation practice. The slim chances that community participation in local school affairs had for survival, let alone success, in such an uncondusive environment might be readily seen by the reader. The fact that the administrators groups, charged more directly with the responsibility of the implementation of the community participation in the schools policy, were identified to be the

least persuaded and the most critical of the "ineffectiveness" of the current participation practice, and the "inefficiency" of the Local School Council as the adopted model for participation, added to the discouraging prospects for success of the current efforts for community participation in local school affairs.

If the Chicago School Board had a real desire, as well as a strong commitment, to see the practice of community participation in the affairs of the local schools succeed, a great deal more than a set of directives, of questionable value, had to be invested, specifically in the improvement of the Structure and Operation components of the participation practice. Towards such end, the School Board would act wisely in seeking to secure the cooperation of the local school administrators by making all necessary provisions to (a) secure adequate administrative time for the implementation of community participation, (b) cultivate administrative expertise in the area, and (c) exert adequate and expert leadership in the field. (For further discussion on the topic see Hypothesis Six.)

Hypothesis Three

There will be a significant difference between (1) the principals' stance on the theory and their stance on the current practice of community participation in local school affairs, (2) the district superintendents' stance on the theory and their stance on the current practice of community participation in local school affairs, and (3) the local school council leaders' stance on the theory and their stance on the current practice of community participation in local school affairs.

Hypothesis Three sought to determine the existence of any significant differences between the stance on the theory of community participation in local school affairs and the stance on the current practice of community participation in local affairs of each of the respondent groups.

The lack of a significant difference between the respondents stances, namely the identification of similar stances on both the theory and practice of community participation in local school affairs, would point to a consistency, with complementary and supporting stances, and hence to a lack of dichostacy within the respondent group. The existence of a lack of significant difference between the stances of a respondent groups, coupled with low mean scores for stances, would point to a high degree of solidarity in the rejection of community participation in local school affairs by such group. Whereas, the existence of a lack of significant difference between the stances of a respondent group, coupled with high mean scores for stances, would point to a high degree of solidarity in the acceptance of community participation in local school affairs by each group.

An acceptance stance at the theoretical level, with a rejection stance at the level of practice might be pointing to a rejection of the community participation in local school affairs as currently practice. On the other hand, an acceptance stance at the level of practice with a rejection stance at the level of theory might be pointing to

either an uncandid respondent, or to a misinterpretation and/or misapplication of the concept of community participation in local school affairs.

Questionnaire items one through thirty-eight, and thirty-nine through fifty-nine related to Hypothesis Three, and sought to examine the differences between the respondents' stances on the theory and on the current practice of community participation in local school affairs. Items one through thirty-eight were the same ones that examined the stances of the respondents on the theory of community participation in local school affairs, while items thirty-nine through fifty-nine were the same ones that examined the stances of the respondents on the current practice of community participation in the affairs of the local school.

In examining the treated data relative to Hypothesis Three, no significant F ratio ($F = 0.21$; $df = 1, 103$; $p > .05$) was observed for difference in the mean scores of the stances of principals on the theory and on the practice of community participation in local school affairs, as there was no significant F ratio observed for difference in the mean scores of the stances of district superintendents ($F = 1.54$; $df = 1, 15$; $p > .05$), or in the mean scores of the stances of local school council members ($F = 0.20$; $df = 1, 8$; $p > .05$). However, a significant F ratio ($F = 10.38$; $df = 1, 53$; $p < .01$) was observed for difference in the mean scores of the stances of local school council officers on the theory and the practice of community

participation in local school affairs. As such, only part three of Hypothesis Three was supported by the findings.

In examining the treated data related to Hypothesis Three (see table 37), the principals were observed to hold almost identical mean scores for stances on the theory and on the practice of participation, both barely making the "Undecided" category of the Likert scale. Compared to the other respondent groups, the principals had the lowest mean scores, and the smallest standard deviations, indicating (a) a high consistency between the principals' stance on theory and the principals' stance on practice, (b) a greater cohesiveness within the group in regard to the stance on the theory and the stance on the practice of community participation, and (c) a lack of definite agreement with the theory or the practice of community participation in local school affairs.

Close to the principals' mean scores were the mean scores of the district superintendents, both of which corresponded to the "Undecided" category of the Likert scale. Of interest was the observation that the standard deviation of the district superintendents on the theory of participation betrayed greater variability of the respondents' stances than the standard deviation on the practice of participation, while the mean score of the stance on practice was lower than the mean score of the stance on theory. In other words, district superintendents were showing not only a less favorable stance on the practice of participation, but

TABLE 37

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS,
DISTRICT SUPERINTENDENTS, LOCAL SCHOOL COUNCIL OFFICERS
AND LOCAL SCHOOL COUNCIL MEMBERS ON THE THEORY AND ON
THE PRACTICE OF COMMUNITY PARTICIPATION IN LOCAL
SCHOOL AFFAIRS

Respondents Classification	Stance on Theory	Stance on Practice
Principals	N = 104 \bar{X} = 2.68 s = 0.66	N = 104 \bar{X} = 2.69 s = 0.61
District Superintendents	N = 16 \bar{X} = 3.00 s = 0.83	N = 16 \bar{X} = 2.71 s = 0.61
L.S.C.O.	N = 54 \bar{X} = 3.73 s = 0.77	N = 54 \bar{X} = 3.31 s = 0.76
L.S.C.M.	N = 9 \bar{X} = 3.30 s = 1.00	N = 9 \bar{X} = 3.49 s = 1.00

also a higher solidarity behind such stance.

The mean scores of the local school council members, on the theory and on the practice of participation, were higher than the mean scores of the two professional groups, while the standard deviations were the highest compared to all other groups, suggesting greater variability of the stances, both in the area of theory and in the area of practice of community participation, within the group.

The local school council officers group was the only group showing a significant difference in the mean scores of the stances on the theory and on the practice of participation. The lower mean score of the stances on practice, indicating the respondents' reservation in this area, came in contrast with the higher mean score of the stances on theory, indicating the respondents' acceptance. Such difference did point to a discrepancy between the group's stances on theory and on practice.

Previous examination (see Hypothesis Two) had indicated that the reservations of the local school council officers were in relation to the practice of participation as experienced by the local school council officers at the time of the investigation (see table 36 for information on the low mean scores of the stances on the Structure and Accomplishments components), namely the current practice.

Seen as a criticism of "current practice," the lower mean score of the stance of local school council officers on the practice of participation in local school

affairs became not an index of the group's doubtful stance on the community participation practice in general, but an indication of dissatisfaction with a certain practice in particular. As such, the lower mean score of the stance of local school council officers on the participation practice was seen also as an indication of the serious concern of the group for community participation in local school affairs. The standard deviations, which pointed to the low variability of the stances of the respondents within the group, reinforced the finding of the local school council officers' firm stances for community participation in local school affairs.

In review, the purpose of Hypothesis Three was to determine whether there was a significant difference in the stances of each of the respondent groups on the theory and on the practice of community participation in local school affairs. The objective was to determine whether there was a discrepancy between the expectations of the respondent groups for community participation, and their assessments of the reality of community participation. Such discrepancy, the reasoning was, would be indicative of dissatisfaction and possible conflict.

Examination and analysis of the relative data showed that there were no significant differences between the stances on theory and the stances on practice of the principals, district superintendents, and local school council members groups. However, there was a significant

difference identified between the stances on theory and the stances on practice of the local school council officers group, hence a discrepancy between this group's expectations for, and assessments of, the practice of community participation in local school affairs.

Yet, this was not the only identified discrepancy deserving our concern. Though the lack of significant difference between the stances of each of the other groups pointed to a lack of discrepancy or conflict in the expectations for, and assessments of, the practice of community participation in local school affairs, such was not the case between the groups. The much lower mean scores of the stances of the two professional groups, pointing to a lack of persuasion at the theoretical level, and a lack of acceptance at the implementation level, came in conflict with the more positive stances of the local school council officers' group on both the theory and practice of participation.

Of great significance was the evidence showing that though there was less disagreement between the professional groups and the local school council group on the unsatisfactory assessments of the participation practice in general, there was serious disagreement in the evaluations of the specific components under the practice (see table 36).

From the analysis of the treated data relative to Hypothesis Three the following conclusions were drawn:

- A. There was a similarity in the stance on theory

and in the stance on practice of community participation in local school affairs for each of the two administrators groups. Such similarity pointed to consistency, firmness, and solidarity in the school administrators' judgment of community participation in local school affairs.

B. School administrators groups were consistent in expressing uncertainty regarding the value of community participation in local school affairs both at the level of theory and at the level of practice.

C. There was a significant difference identified between the stance on the theory and the stance on the practice of community participation in local school affairs of the local school council officers group. Such significant difference pointed to a discrepancy in the stances of the laymen's group in regard to community participation in local school affairs, hence to a possible source of conflict.

The negative impact on the implementation of the policy of community participation in local school affairs of participants who stood firmly and solidly behind their lack of conviction as to the value of community participation in local school affairs could be easily inferred. Indeed, the author of the study saw a greater deterrent to the community participation practice in the consistently reserved stances of the school administrators, rather than in the discrepancies between the stances of the local council officers, where dissatisfaction with the current

participation practice might, indeed, lead to an improvement of the practice.

Hypothesis Four

There will be a significant difference among principals, district superintendents, and local school council leaders regarding the bases on which they accept or reject community participation in local school affairs.

Hypothesis Four sought to identify the bases on which respondents accepted or rejected community participation in local school affairs, and to determine whether there were significant differences among principals, district superintendents, and local school council leaders regarding the bases on which they accepted or rejected community participation in local school affairs.

The purpose was to examine the motivation behind the stands of the respondents, and to determine any variability in the motivation for the stances of the respondent groups. Such information was expected to enhance the understanding of the respondents' stances on community participation in local school affairs.

The eleven bases used, corresponding to Questionnaire items seventy through eighty, aimed at eliciting responses on the premises on which respondents accepted or rejected community participation in local school affairs. The statements expressing the various bases were gleaned from the relevant professional literature, and reflected, in most cases, positions of prominent spokesmen,

educators and others, on the topic of community involvement. (For the identification of the sources of the statements see pages 102 through 104.) Since the eleven bases were found to fall into such categories as educational, political, expedient, and humanitarian, a division was made between educational and non-educational bases (see appendix A, and chapter III) in order to pinpoint the claims of respondents in one of the two areas representing diverse view points of the controversy on the righteousness of community participation in local school affairs.

A significant difference among the respondent groups regarding the bases on which they accepted or rejected community participation in local school affairs might point to the diverse motivations of the respondent groups in their acceptance or rejection of community participation in local school affairs, or might be indicative of different levels of persuasion, expressing various degrees of intensity, within the same category (e.g. Educational, Non-Educational, and Overall), by the respondent groups.

In examining the data relative to Hypothesis Four, a significant F ratio ($F = 14.40$; $df = 3, 179$; $p < .01$) was observed for difference in the mean scores of the stances of principals, district superintendents, local school council officers, and local school council members regarding the Overall bases for the justification of community participation in local school affairs (see table 39). As such,

TABLE 38

MEANS AND STANDARD DEVIATIONS OF THE BASES FOR THE STANCES OF THE PRINCIPALS, DISTRICT SUPERINTENDENTS, LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-ALL BASES

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
\bar{X} = 3.48	\bar{X} = 3.57	\bar{X} = 4.14	\bar{X} = 4.14
s = 0.68	s = 0.85	s = 0.45	s = 0.62

TABLE 39

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE BASES FOR THE STANCES OF THE PRINCIPALS, THE DISTRICT SUPERINTENDENTS, THE LOCAL SCHOOL COUNCIL OFFICERS AND THE LOCAL SCHOOL COUNCIL MEMBERS ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS-ALL BASES

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	17.5015	5.8338	14.403*
RESIDUAL	179	72.5017	0.4050	
TOTAL	182	90.0032		

* $p < .01$

Hypothesis Four was accepted.

Following the significant F ratio, the Newman-Keuls test applied to the data indicated, at the .05 level of significance, that each of the two community groups differed significantly from each of the two professional groups (see table 40). There was no significant difference observed between the mean scores of the two groups of professionals, or between the mean scores of the two community groups.

An examination of table 38, displaying data on the means and standard deviations of the stances of the respondents on the Overall bases for community participation in local school affairs, indicated that local school council officers and local school council members, with identical mean scores of 4.14, corresponding to the "Agree" category of the Likert scale, held the highest mean scores, while the principals, with a mean score of 3.48, corresponding also to the "Agree" category of the scale, held the lowest mean score. The district superintendents, with a mean score of 3.57, corresponding to the "Agree" category of the scale, were much closer to the principals group than to the community groups. The very low standard deviations of all the groups, and especially of the local school council officers group, betrayed high consistency and cohesiveness of the stances within each group.

In examining the treated data relative to the stances of the respondents on the Educational bases, a significant F ratio ($F = 18.85$; $df = 3, 179$; $p < .01$) was

TABLE 40

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 38

Treatments	Ordered Sample Means			
		1	2	3
	Means	3.48	3.57	4.14
1	3.48	-	0.09	0.66**
2	3.57		-	0.57**
3	4.14			-

** $p < .05$

observed for difference in the mean scores of the stances of principals, district superintendents, local school council officers, and local school council members (see table 42). The finding was in support of Hypothesis Four.

Following the significant F ratio, the Newman-Keuls test applied to the data indicated, at the .05 level of significance, that each of the community groups differed significantly from each of the professional groups. There was no significant difference observed between the mean scores of the two professional groups, or between the mean scores of the two community groups (see table 43).

An examination of table 41, displaying data on the means and standard deviations of the stances of the respondents on the Educational bases for community participation in local school affairs, indicated that local school council officers, with a mean score of 4.22, and local school council members, with a mean score of 4.29, had the highest mean scores of all respondent groups, corresponding to the "Strongly Agree" category of the Likert scale, while principals, with a mean score of 3.41, and district superintendents, with a mean score of 3.55, both corresponding to the "Agree" category of the scale, had the lowest mean scores among the respondent groups. The very low standard deviations, lowest for the local school council officers group, were a clear indication of the cohesiveness of the stances of the respondents within each group.

In examining the treated data relative to the

TABLE 41

MEANS AND STANDARD DEVIATIONS OF THE EDUCATIONAL BASES FOR THE STANCES OF PRINCIPALS,
DISTRICT SUPERINTENDENTS, LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL
MEMBERS ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
$\bar{X} = 3.41$	$\bar{X} = 3.55$	$\bar{X} = 4.22$	$\bar{X} = 4.29$
s = 0.73	s = 0.84	s = 0.56	s = 0.71

TABLE 42

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE EDUCATIONAL BASES FOR THE STANCES OF PRINCIPALS,
DISTRICT SUPERINTENDENTS, LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL
MEMBERS ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	27.2126	9.0709	18.847*
RESIDUAL	179	86.1523	0.4813	
TOTAL	182	113.3650		

* $p < .01$

TABLE 43

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 41

	Ordered Sample Means				
Treatments		1	2	3	4
	Means	3.41	3.55	4.22	4.29
1	3.41	-	0.14	0.81**	0.88**
2	3.55		-	0.67**	0.74**
3	4.22			-	0.07
4	4.29				-

** $p < .05$

stances of the respondents on the Non-Educational bases for community participation in local school affairs, a significant F ratio ($F = 8.54$; $df = 3, 179$; $p < .01$) was observed for difference in the mean scores of the stances of principals, district superintendents, local school council officers, and local school council members (see table 45). The finding supported Hypothesis Four.

Following the significant F ratio, the Newman-Keuls test applied to the data indicated, at the .05 level of significance, that each of the community groups differed significantly from each of the professional groups. There was no significant difference observed between the mean scores of the two professional groups, or between the mean scores of the two community groups (see table 46).

An examination of table 44, presenting data on the means and standard deviations of the stances of the respondents on the Non-Educational bases for community participation in local school affairs, indicated that local school council officers, with a mean score of 4.07, and local school council members, with a mean score of 4.02, had the highest mean scores among all respondent groups, both corresponding to the "Agree" category of the Likert scale, while the principals, with a mean score of 3.54, and the district superintendents, with a mean score of 3.59, had the lowest mean scores among the respondent groups, though both corresponded to the "Agree" category of the scale. The very

TABLE 44

MEANS AND STANDARD DEVIATIONS OF THE NON-EDUCATIONAL BASES FOR THE STANCES OF PRINCIPALS,
DISTRICT SUPERINTENDENTS, LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL
MEMBERS ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
$\bar{X} = 3.54$	$\bar{X} = 3.59$	$\bar{X} = 4.07$	$\bar{X} = 4.02$
s = 0.71	s = 0.91	s = 0.46	s = 0.58

TABLE 45

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE NON-EDUCATIONAL BASES FOR THE STANCES OF
PRINCIPALS, DISTRICT SUPERINTENDENTS, LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL
SCHOOL COUNCIL MEMBERS ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	11.0845	3.6948	8.539*
RESIDUAL	179	77.4519	0.4327	
TOTAL	182	88.5364		

* $p < .01$

TABLE 46

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 44

Treatments	Ordered Sample Means				
		1	2	4	3
	Means	3.54	3.59	4.02	4.07
1	3.54	-	0.05	0.48**	0.53**
2	3.59		-	0.43**	0.48**
4	4.02			-	0.05
3	4.07				-

** $p < .05$

low standard deviations, lowest for the local school council officers group, spoke eloquently of the cohesiveness of the stances of the respondents within each group.

In examining the differences in the mean scores of the stances of principals on all bases--Educational, Non-Educational, and Overall--for community participation in local school affairs (see table 47), a significant F ratio was determined ($F = 9.80$; $df = 2, 206$; $p < .01$). There was no significant difference discovered in the mean scores of the stances of district superintendents on all bases--Educational, Non-Educational, and Overall--for community participation in local school affairs ($F = 0.16$; $df = 2, 30$; $p > .05$). There was a significant F ratio discovered for difference in the mean scores of the stances of local school council officers on all bases--Educational, Non-Educational, and Overall--for community participation in local school affairs ($F = 6.80$; $df = 2, 106$; $p < .01$). Finally, there was a significant F ratio determined for difference in the mean scores of the stances of local school council members on all bases--Educational, Non-Educational, and Overall--for community participation in local school affairs ($F = 4.89$; $df = 2, 16$; $p < .05$) (see table 47).

The results of the Newman-Keuls test, which followed the significant overall F ratios, indicated that there were significant differences, at the .05 level of significance, between the mean scores of the stances on the Educational and Non-Educational bases for community participation in

TABLE 47

MEANS AND STANDARD DEVIATIONS OF THE BASES FOR THE STANCES
OF THE PRINCIPALS, DISTRICT SUPERINTENDENTS, LOCAL SCHOOL
COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON
COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS--
EDUCATIONAL, NON-EDUCATIONAL AND OVERALL

Respondents Classification	Educational Bases	Non- Educational Bases	Overall Bases
Principals	N = 104	N = 104	N = 104
	$\bar{X} = 3.41$	$\bar{X} = 3.54$	$\bar{X} = 3.48$
	s = 0.73	s = 0.71	s = 0.68
District Superintendents	N = 16	N = 16	N = 16
	$\bar{X} = 3.55$	$\bar{X} = 3.59$	$\bar{X} = 3.57$
	s = 0.84	s = 0.91	s = 0.85
L.S.C.O.	N = 54	N = 54	N = 54
	$\bar{X} = 4.22$	$\bar{X} = 4.07$	$\bar{X} = 4.14$
	s = 0.56	s = 0.46	s = 0.45
L.S.C.M.	N = 9	N = 9	N = 9
	$\bar{X} = 4.29$	$\bar{X} = 4.02$	$\bar{X} = 4.14$
	s = 0.71	s = 0.58	s = 0.62

local school affairs within each of the principals, local school council officers, and local school council members groups.

In examining the mean scores of the stances of each of the respondent groups on the bases for community participation in local school affairs (see table 47), principals were observed to hold two of the lowest scores, though both of these corresponded to the "Agree" category of the scale, while all other groups displayed higher mean scores in all three areas, corresponding to the "Agree" and "Strongly Agree" categories of the scale. True to the pattern revealed so far, community groups, compared to all groups, held the highest mean scores. Interestingly enough, the mean scores of the stances of the two community groups were observed to be higher in the Educational bases sub-area, while the mean scores of the stances of each of the professional groups were observed to be higher in the Non-Educational bases sub-area.

In review, the purpose of Hypothesis Four was to determine whether there were significant differences among principals, district superintendents, and local school council leaders regarding the bases on which they accepted or rejected community participation in local school affairs.

As indicated earlier, all possible bases--identified through (1) the careful and exhausting review of the literature relative to community involvement in local school affairs (see chapter III), and (2) the field testing phase

of the instrument--were expressed in eleven statements which yielded a mean score for each respondent. The reasoning was that the higher the mean score of the respondent, the higher the positive stance towards community participation in local school affairs. But since such assumption could have been misleading in some cases where behind one respondent's low mean score a positive stance was identified (e.g. a person might have accepted community participation in local school affairs on humanitarian grounds alone, while rejecting all other bases, and still be highly positive in his stance on community participation), the eleven statements were divided into two categories of Educational and Non-Educational bases. Such division was expected to by-pass the possibility of error in the drawing of conclusions, while pinpointing the stances of the respondents in one of the two areas, representing diverse view-points of the controversy on the "righteousness" of the notion of community participation in local school affairs. To the writer's pleasant surprise, there were no discrepancies identified between the score on the Overall bases and each of the other bases for each of the respondent groups, thus pointing to the reliability of this section of the research Instrument, while the division of the stances into educational and non-educational provided most valuable insights into the reasons-behind-the-stances of the respondents.

From the examination of the treated data in this area the following observations were made:

1. There were significant differences observed in the mean scores of the stances on the Overall bases for community participation in local school affairs between the local school council officers group and each of the two professional groups.

2. There were significant differences observed in the mean scores of the stances on the Overall bases for community participation in local school affairs between the local school council members group and each of the two professional groups.

3. There were no significant differences observed in the mean scores of the stances on the Overall bases for community participation in local school affairs between the two professional groups, or between the two community groups.

4. There were significant differences observed in the mean scores of the stances on the Educational bases for community participation in local school affairs between the local school council officers group and each of the two professional groups.

5. There were significant differences observed in the mean scores of the stances on the Educational bases for community participation in local school affairs between the local school council members group and each of the two professional groups.

6. There was no significant difference observed in the mean scores of the stances on the Educational bases for community participation in local school affairs between

the two professional groups, or between the two community groups.

7. There were significant differences observed in the mean scores of the stances on the Non-Educational bases for community participation in local school affairs between the local school council officers group and each of the two professional groups.

8. There were significant differences observed in the mean scores of the stances on the Non-Educational bases for community participation in local school affairs between the local school council members group and each of the two professional groups.

9. There were no significant differences observed in the mean scores of the stances on the Non-Educational bases for community participation in local school affairs between the two professional groups, or between the two community groups.

10. There were significant differences observed in the mean scores of the stances on the Educational and Non-Educational bases for community participation in local school affairs within each of the principals, local school council officers and local school council members groups.

11. There was no significant difference observed in the mean scores of the stances on the Educational and Non-Educational bases for community participation in local school affairs within the district superintendents group.

12. There were no significant differences observed

in the mean scores of the stances on the Overall bases and on each of the other two bases--Educational and Non-Educational--for community participation in local school affairs for each of the four respondent groups.

13. There were low standard deviations observed for each of the respondent groups and in each of the areas examined. Standard deviations were the lowest for the local school council officers group, and the highest for the district superintendents group.

14. The mean scores of the stances on all categories of the bases--Educational, Non-Educational, and Overall--for community participation in local school affairs were observed to be higher for the two community groups, corresponding to the "Agree" and "Strongly Agree" categories of the Likert scale.

15. The mean scores of the stances on all categories of bases--Educational, Non-Educational, and Overall--for community participation in local school affairs were observed to be lower for the two professional groups, also corresponding to the "Agree" category of the scale.

16. The mean scores of the stances on all the bases--Educational, Non-Educational, and Overall--for community participation in local school affairs were observed to be the lowest for the principals group.

17. The lowest mean score for stance among all bases for community participation in local school affairs, of all respondent groups, was observed to belong to the Educational

bases sub-area of the principals group.

18. The mean scores of the stances on the bases for community participation of the two community groups were observed to be higher in the Educational bases category, while the mean score of the stances on the bases for community participation of the two professional groups were observed to be higher in the Non-Educational bases category.

19. Among all mean scores for stances on the Overall bases category, the mean score of the principals group was the lowest, corresponding to the "Agree" category of the Likert scale. All other mean scores, also corresponding to the "Agree" category of the scale, were higher, though the mean scores of the two community groups were by far higher than the mean score of the district superintendents group.

The higher mean scores of the stances of the two community groups on the Overall bases for community participation in local school affairs, as well as the higher mean scores on the Educational and Non-Educational bases were expected by the writer, in view of the more positive stances of both groups on both the theory and the practice of community participation in the affairs of the local schools. Likewise, the lower mean scores of the two professional groups, as compared to the community groups, were also expected, in view of the less positive stances on both the theory and practice of participation of the two professional groups.

However, what was not expected was the much higher mean scores of the stances on the bases for community participation in local school affairs of the two professional groups ($\bar{X} = 3.48$ for principals, and $\bar{X} = 3.57$ for district superintendents) as compared to the lower mean scores of the stances on the theory ($\bar{X} = 2.68$ for principals, and $\bar{X} = 3.00$ for district superintendents) and on the practice ($\bar{X} = 2.69$ for principals, and $\bar{X} = 2.71$ for district superintendents) of community participation in local school affairs. A possible explanation could be that the higher stances on the bases for participation were influenced by the almost spontaneous response of people to claim adherence to humanitarian and democratic principles. Another explanation might be the difficulty of translating into satisfactorily workable practice such lofty ideals as those expressed in the statements of the bases for community participation in local school affairs. Hence the discrepancy between the ideal and the real.

Of great significance was the evidence showing that the professional educators accepted community participation in local school affairs on Non-Educational grounds to a higher degree than on Educational grounds. One might have expected that in view of the educator's "educational" perspective, such would not have been the case. Yet the writer had expected the professional groups to lean toward the Non-Educational grounds in view of the fact that the movement of community participation in local school affairs did not

originate within the school organization.

Of significance was also the evidence showing that the community groups accepted community participation in local school affairs on Educational grounds to a higher degree than on Non-Educational grounds. One might have expected the opposite, since the movement for community participation in local school affairs had originated outside the school organization. Yet, the writer had expected such response on the reasoning that the Educational grounds would have a higher and more satisfying emotional appeal to the community people since the child was appearing to be the recipient of all benefits.

It was certainly a most interesting insight to witness the professional groups of educators accepting community participation in local school affairs on Non-Educational bases to a higher degree than on Educational bases, while the community groups were accepting community participation on Educational bases more than on Non-Educational bases.

Finally, of great significance were the low standard deviations of the bases for the stances on community participation in local school affairs of all respondent groups, revealing great cohesiveness and solidarity in the stances of the respondents within each group.

From the preceeding analysis of the treated data relative to Hypothesis Four, some major conclusions were drawn:

A. All respondent groups indicated acceptance of

all categories of bases--Educational, Non-Educational, and Overall--for community participation in local school affairs.

B. There were significant differences identified between the local school council leaders group and each of the school administrators groups in all three categories of bases--Educational, Non-Educational, and Overall--with the local school council leaders group displaying the highest level of acceptance in every instance. In other words, such differences were in terms of intensity of acceptance.

C. There were no significant differences identified between the two school administrators groups in any of the three categories of bases--Educational, Non-Educational, and Overall--for community participation in local school affairs.

D. The local school council leaders group indicated a higher degree of acceptance of the Educational bases for the justification of community participation in local school affairs, while the two administrators groups indicated a higher degree of acceptance of the Non-Educational bases.

The acceptance of the bases for the justification of community participation in local school affairs in all three categories by the local school council leaders was in line with the group's acceptance of community participation at the level of theory. However, the expression of acceptance of the bases for the justification of community participation, in all three categories, by the school administrators

groups was not in line with the stands of such respondents regarding community participation in local school affairs at the level of theory.

The administrators groups seemed to be accepting the bases that justified community participation in local school affairs, yet they expressed stands indicating uncertainty regarding the righteousness of community participation in local school affairs at the theoretical level. Such findings revealed a discrepancy between the administrators' protestations and beliefs--a discrepancy that lost some intensity only in the definition of community participation by the administrators as supportive, understanding and confined (see pages 239 through 246 for further discussion).

The author of the present research saw definite hope in the positive stances of the respondent groups regarding the bases which justified community participation in local school affairs. The acceptance of the premises for community participation by the participants would form sound foundations upon which School Boards might be able to plan and build effective structures towards the goal of community participation in the affairs of the local school.

Hypothesis Five

In their assessments of the principal's crucial role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.

Hypothesis Five sought to determine the stances of the respondents on the role of the principal in the implementation of programs of community participation in the affairs of the local school, and to examine whether there were any significant differences among the stances of the respondent groups on the crucial role of the principals in this area.

Several claims had been made in the relevant professional literature of the all-important role of the principal in programs of community participation in local school affairs (see pages 15 through 23, and also chapters II and III), while much had also been written on the significance of role perceptions and role expectations.

A significant difference in the stances of the respondent groups regarding the crucial role of the principal in the implementation of programs of community participation in local school affairs--whether such difference was the result of a disagreement regarding role perceptions and role expectations, or some lack of understanding of the powers and limitations of the principal--could point to a dissension among the respondent groups, and hence to a possible source of conflict.

Questionnaire items sixty, sixty-one, sixty-five, sixty-six, and sixty-nine, born out of the review of the related professional literature and research (see pages 15 through 23) sought to examine the respondents assessments of the crucial role of the principal in the implementation

of the policy of community participation in the affairs of the local school.

In examining the data relative to Hypothesis Five, a significant F ratio ($F = 3.38$; $df = 3, 179$; $p < .05$) was observed for difference in the mean scores of the stances of principals, district superintendents, local school council officers, and local school council members, regarding the crucial role of the principal in the implementation of community participation in local school affairs (see table 49). As such, Hypothesis Five was accepted.

Following the significant F ratio, the Newman-Keuls test was applied to the data in order to examine the nature of the differences, and to probe for more exact information on the specific location of the identified significance. The Newman-Keuls test (see table 50) identified no significant differences, at the .05 level of significance, between the mean scores of the stances of the respondents. Such finding was explained with the highly conservative nature of the test.

In examining the treated data in table 48, the mean scores of the stances of the two community groups, corresponding to the "Agree" category of the Likert scale were observed to be higher than the mean scores of the stances of the two professional groups, both of which corresponded to the "Undecided" category of the scale. All standard deviations were observed to be similar to each other and relatively low.

TABLE 48

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE CRUCIAL
ROLE OF THE PRINCIPAL IN COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principals	District Superintendents	L.S.C.O.	L.S.C.M
N = 104	N = 16	N = 54	N = 9
$\bar{X} = 3.23$	$\bar{X} = 3.36$	$\bar{X} = 3.61$	$\bar{X} = 3.51$
s = 0.72	s = 0.75	s = 0.73	s = 0.75

TABLE 49

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE CRUCIAL
ROLE OF THE PRINCIPAL IN COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	5.3262	1.7754	3.384**
RESIDUAL	179	93.8999	0.5246	
TOTAL	182	99.2261		

** $p < .05$

TABLE 50

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 48

	Ordered Sample Means				
Treatments		1	2	4	5
	Means	3.23	3.36	3.51	3.61
1	3.23	-	0.13	0.28	0.38**
2	3.36		-	0.15	0.25
4	3.51			-	0.10
3	3.61				-

** $p > .05$

From the examination of the treated data of the stances of the respondents on the crucial role of the principal in the implementation of a policy of community participation in local school affairs the following observations were made:

1. The local school council officers and the local school council members groups were observed to hold higher mean scores for stances on the crucial role of the principal in the implementation of programs of community participation in local school affairs, thus indicating a recognition of the crucial role of the principal in this area.

2. Principals and district superintendents were observed to hold lower mean scores for stances on the crucial role of the principal in the implementation of programs of community participation in local school affairs, both corresponding to the "Undecided" category of the scale, thus acknowledging reservations in their evaluations of the role of the principal as crucial in this area.

3. There was observed to be more agreement in the stances on the crucial role of the principal between the two professional groups, as well as between the two community groups, than between any of the community groups and any of the professional groups.

4. The lowest mean score for stance on the crucial role of the principal in community participation in local school affairs was held by the principals group, while the highest mean score for stance on the crucial role of the

principal was held by the local school council officers group.

5. The relatively low standard deviations for all the respondent groups were indicative of the high cohesiveness in the stances on the crucial role of the principal in the implementation of programs of community participation in local school affairs within each group.

The lower mean scores for stances on the crucial role of the principal in programs of community participation in local school affairs of the two professional groups might be explained with (a) the new consciousness overwhelming administrators all over the country of a changing role with diminishing "automatic" position authority for the local school administrator, and (b) the new awareness of the great number of possible factors beyond the principal's control that might play a most decisive role in the unsuccessful implementation of a policy of community participation in the affairs of the local schools. Such factors were community apathy, lack of community leadership, lack of necessary administrative time, school system constrictions, the lack of School Board support, and many more.

The higher mean scores for stances of the two community groups, indicating a definite acknowledgment of the role of the principal as crucial in the implementation of programs of community participation in local school affairs, might be explained with the possibility that the local

school administrator's diminishing power had not been recognized by the general public, which was not quite aware of the constraints of such things as the School System and the Teachers Union, and of the changing and growing demands on the role and on the potential expertise of the principal.

From the preceding analysis of the data relative to Hypothesis Five, the following major conclusions were drawn:

A. There was serious disagreement between the local school council leaders group and each of the school administrators groups regarding the crucial role of the principal in the implementation of programs of community participation in the affairs of the local schools.

B. Principals and district superintendents held similar stances on the crucial role of the principal in the implementation of community participation in local school affairs, both groups expressing uncertainty regarding the assessment of the principal's role as crucial.

C. The local school council leaders group acknowledged as crucial the role of the principal in the implementation of programs of community participation in local school affairs.

D. All respondent groups displayed a high degree of cohesiveness in their stances on the crucial role of the principal in the implementation of community participation in the affairs of the local school.

Thus the research findings of the stances of the respondent groups on the crucial role of the principal in

the implementation of community participation in local school affairs had uncovered not only doubtful participants, but also the existence of a serious dichostacy in the stances of the respondent groups. The community leaders saw the principals as having the power to affect the implementation of the community-participation-in-the-schools policy, while the principals judged their powers as much less decisive. Were the principals right in their evaluations? Were the local school council leaders correct in their judgments? Though the answers to such questions were crucial, as were also the reasons behind the differing role perceptions and role expectations, the pursuit of the answers was beyond the scope of the present study.

The fact of the existence of dissension among the participant groups regarding the crucial role of the principal in the implementation of programs of community participation in local school affairs was established. The negative impact on the implementation of community participation of differing role perceptions and role expectations could be easily inferred by the reader. The community people were bound to become dissatisfied while the principals pondered their limitations.

School systems truly interested in the success of programs of community participation in local school affairs should investigate carefully this area of disagreement, in order to develop appropriate ways and means that would either give the principals the authority and expertise re-

quired, or would educate community people of the limitations in the principals' powers or realm of authority.

Hypothesis Six

In their assessments of the Chicago School Board's and the central administration's supportive role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.

Hypothesis Six sought to examine the respondents assessments of the role of the School Board and the central administration in the implementation of the policy of community participation in local school affairs, and to determine whether there were significant differences in the stances of the respondent groups on the supportive role of the School Board and central administration in the local efforts to implement programs of community participation in local school affairs.

Professional literature in the area of community involvement in local school affairs was replete of claims for a lack of adequate support by School Boards in this area. Research studies had often pointed to the necessity of Board support in the implementation of community-participation-in-the-schools programs, through such concrete measures as the appointment of certificated parent counselors and community relations advisors at the local school level, whose major responsibilities would be to provide training to the community people for the implementation of programs

of community participation in local school affairs. Other research studies had pointed to the need of in-service training for school administrators for the updating of skills and attitudes made necessary by the new demands made on principal expertise in the implementation of any policy of community participation in the affairs of the local school (see chapter II).

Questionnaire items sixty-two, sixty-three, sixty-four, sixty-seven and sixty-eight born out of the review of related literature and research (see chapters II, and III), sought to examine the respondents assessments of the supportive role of the School Board and central administration in the implementation efforts for community participation at the local school level.

In examining the data relative to Hypothesis Six, a significant F ratio ($F = 3.05$; $df = 3, 179$; $p < .05$) was observed for difference in the mean scores of the stances of principals, district superintendents, local school council officers, and local school council members, regarding the supportive role of the School Board and the central administration in the implementation of community participation in local school affairs (see table 52). As such, Hypothesis Six was accepted.

Following the significant F ratio, the Newman-Keuls test applied to the data identified no significant differences, at the .05 level of significance, between the mean scores of the stances of the respondent groups. The

TABLE 51

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS, LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE SUPPORTIVE ROLE OF THE SCHOOL BOARD AND THE CENTRAL ADMINISTRATION IN THE IMPLEMENTATION OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principals	District Superintendents	L.S.C.O.	L.S.C.M.
N = 104	N = 16	N = 54	N = 9
$\bar{X} = 2.30$	$\bar{X} = 2.45$	$\bar{X} = 2.67$	$\bar{X} = 2.89$
s = 0.80	s = 0.63	s = 0.98	s = 1.04

TABLE 52

ANALYSIS OF VARIANCE SUMMARY TABLE OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS, LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON THE SUPPORTIVE ROLE OF THE SCHOOL BOARD AND THE CENTRAL ADMINISTRATION IN THE IMPLEMENTATION OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

SOURCE	D.F.	SUM OF SQUARES	MEAN OF SQUARES	F RATIO
BETWEEN GROUPS	3	6.6970	2.2323	3.048**
RESIDUAL	179	131.0991	0.7324	
TOTAL	182	137.7961		

** $p < .05$

TABLE 53

NEWMAN-KEULS TEST ON THE DIFFERENCES BETWEEN MEAN SCORES
PRESENTED IN TABLE 51

Treatments	Ordered Sample Means				
		1	2	3	4
	Means	2.30	2.45	2.67	2.89
1	2.30	-	0.15	0.37	0.59**
2	2.45		-	0.22	0.44
3	2.67			-	0.22
4	2.89				-

** $p > .05$

finding was explained with the highly conservative nature of the Newman-Keuls test (see table 53).

In examining the treated data in table 51, one was impressed not only with the very low mean scores for stances for each of the respondent groups, but also with the very small degree of disagreement among the groups.

Still true to the identified pattern, the two community groups held higher mean scores for stances than the two professional groups, with the principals group holding the lowest mean score of all respondent groups. Interestingly enough, all mean scores fell in the "Disagree" and "Undecided" categories of the Likert scale.

One might have expected the significant differences between the stances of the community groups and the stances of the professional groups on the supportive role of the School Board and central administration in the implementation of community participation in local school affairs, as one might have expected the evidence of the higher evaluations of that support by the community groups. The fact was that the School Board had, indeed, made a definite commitment of support for community participation in the affairs of the local schools, by passing such policy, and by issuing guidelines for the implementation of the policy. Such actions were indications of support, and the community people were expected to perceive them as such. Yet, once the stage was set, there appeared to be a need for another kind of support, and on that support the School Board and

the central administration were assessed unsatisfactory by the two professional groups ($\bar{X} = 2.30$ for principals, and $\bar{X} = 2.45$ for district superintendents--both scores corresponding to the "Disagree" category of the Likert scale), and less than satisfactory by the community groups ($\bar{X} = 2.67$ for local school council officers, and $\bar{X} = 2.89$ for local school council members--both corresponding to the "Undecided" category of the scale).

One might not have expected the frankness of the professional respondents in voicing their assessments of the School Board and the central administration in this area. Yet, the writer, as a member of the principals group, was totally convinced of the professionals' readiness to "stand up and be counted" on issues of professional concern.

Of significance was the observation that the standard deviations of the respondent groups displayed higher variability within the two community groups than within the two professional groups, pointing to lesser cohesiveness in the stances within each of the community groups.

Finally, of great significance was the evidence showing that of all areas examined in the present study, the stances of the professional and community groups on the supportive role of the School Board and the central administration in the implementation of community participation in local school affairs displayed the least disagreement.

From the above analysis of the treated data relative

to Hypothesis Six, some important conclusions were drawn:

A. There was disagreement between the local school council leaders group and each of the two school administrators groups regarding the supportive role of the School Board and central administration in the implementation of community participation in local school affairs.

B. Principals and district superintendents held similar stances on the supportive role of the School Board and central administration in the implementation of community participation in local school affairs, both groups of administrators assessing the support unsatisfactory.

C. The local school council leaders group expressed uncertainty regarding the assessment of the School Board and central administration in the implementation of community participation in local school affairs as supportive. Indeed, the score for the local school council officers' stance in this area was by far the lowest of all scores for stances in all aspects of participation examined in this paper.

Thus, research findings on the stances of participant groups regarding the supportive role of the School Board and central administration in the implementation of the policy of community participation in local school affairs had revealed less than satisfied respondents, with the two administrators groups expressing definite dissatisfaction.

In the respondents low ratings of the support of

the School Board and central administration in the implementation of community participation in local school affairs, the message of discontent was very clear, as was also the message of higher expectations on the part of the respondents regarding School Board support. Indeed, the call was for more than support. The need was for expert leadership and proof of definite commitment. And the demand was urgent for in-service training that was well-planned, consistent, widespread and persistent.

In examining the treated data in table 54, presenting the mean scores and the standard deviations of the stances of principals, district superintendents, local school council officers, and local school council members on all aspects of community participation in local school affairs under investigation in the present study, a number of concluding observations were made.

The two professional groups were observed to display definite reservations in their regard of (1) the idea of community participation in local school affairs, (2) the current practice of community participation in the affairs of the local schools, and (3) the role of the principal as all-important in the implementation of the policy of community participation in local school affairs. In regard to the role of the School Board and the central administration in the local efforts to implement the School Board's policy of community participation, both groups of professionals assessed it as not supportive. However, both groups

TABLE 54

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, DISTRICT SUPERINTENDENTS,
LOCAL SCHOOL COUNCIL OFFICERS AND LOCAL SCHOOL COUNCIL MEMBERS ON COMMUNITY
PARTICIPATION IN LOCAL SCHOOL AFFAIRS-ALL ASPECTS

Respondents	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educa- tional Bases	Stances on Principal's Role	Stances on Board's Role
	N = 104	N = 104	N = 104	N = 104	N = 104	N = 104
Principals	$\bar{X} = 2.68$	$\bar{X} = 2.69$	$\bar{X} = 3.41$	$\bar{X} = 3.54$	$\bar{X} = 3.23$	$\bar{X} = 2.30$
	s = 0.66	s = 0.61	s = 0.73	s = 0.71	s = 0.72	s = 0.80
	N = 16	N = 16	N = 16	N = 16	N = 16	N = 16
District Superinten- dents	$\bar{X} = 3.00$	$\bar{X} = 2.71$	$\bar{X} = 3.55$	$\bar{X} = 3.59$	$\bar{X} = 3.36$	$\bar{X} = 2.45$
	s = 0.83	s = 0.61	s = 0.84	s = 0.91	s = 0.75	s = 0.63
	N = 54	N = 54	N = 54	N = 54	N = 54	N = 54
L.S.C.O.	$\bar{X} = 3.73$	$\bar{X} = 3.31$	$\bar{X} = 4.22$	$\bar{X} = 4.07$	$\bar{X} = 3.61$	$\bar{X} = 2.67$
	s = 0.77	s = 0.76	s = 0.56	s = 0.46	s = 0.73	s = 0.98
	N = 9	N = 9	N = 9	N = 9	N = 9	N = 9
L.S.C.M.	$\bar{X} = 3.30$	$\bar{X} = 3.49$	$\bar{X} = 4.29$	$\bar{X} = 4.02$	$\bar{X} = 3.51$	$\bar{X} = 2.89$
	s = 1.00	s = 1.00	s = 0.71	s = 0.58	s = 0.75	s = 1.04

of professionals displayed definite acceptance of both the educational and non-educational grounds on which acceptance of community participation in local school affairs had been justified by the proponents of the practice. Strangely enough, none of the professional groups had displayed an acceptance of community participation in local school affairs, either at the ideological or the practical levels.

Of the two community groups, the local school council officers group was observed to display a definite acceptance of (1) the idea of community participation in local school affairs, (2) the role of the principal as all-important in the implementation of community participation in local school affairs, and (3) the educational, as well as the non-educational grounds on which community participation in local school affairs had been justified. The group displayed reservations in its regard of (1) the current practice of community participation in local school affairs, and (2) the role of the School Board and central administration as supportive in the implementation of the policy of community participation in local school affairs.

The local school council members group was observed to display definite reservations in its regard of (1) the idea of community participation in local school affairs, and (2) the role of the School Board and central administration as supportive in the implementation of community participation in the affairs of the local schools. The group displayed definite acceptance of (1) the current practice

of community participation in local school affairs (being both unconvinced and easily pleased, this was not difficult), and (2) the role of the principal as all-important in the implementation of community participation in local school affairs, and (3) the educational and non-educational bases that justified acceptance of community participation in local school affairs. Unfortunately, like the professionals, the local school council members did not have that for which the justifications were made.

The differences in the stances between the professional and community groups were found to be significant in all aspects of community participation examined in the present study, while the differences in the stances between the two professional groups, or between the two community groups were determined to be not significant. As such, the fact of the existence of discrepancies in the stances on community participation between the professional and community groups was established, as was also established the fact of the lack of discrepancies in the stances between the two groups of professionals, as well as between the two community groups. Another fact established was that of relative cohesiveness and solidarity of the stances of respondents within each group.

Finally, of the two professional groups, the principals group was found to be the more conservative in the stances on all aspects of community participation in the affairs of the local schools examined, while of the two

community groups, the local school council officers group was found to be the most aggressive and demanding in the stances on all aspects of community participation examined.

The Interviews

Interviews of a sample of Questionnaire respondents--chosen on a random basis, and comprised of twenty principals, fifteen local school council leaders, and five superintendents--were conducted in order to (1) provide in-depth information relating to the hypotheses of the study, (2) confirm the validity of the research findings of the Questionnaire, (3) determine the reliability of the Questionnaire, and (4) determine the content validity of the Questionnaire. The Interview instrument consisted of seven open-ended entries, some of which had sub-entries, that were designed to give the respondents a frame of reference with which to react.

The reporting and analysis of the interview data were made by entries, since the hypotheses of the study were represented by the entries.

Entry One: What is your general stand on community participation in local school affairs?

Entry One with four sub-entries related to Hypothesis One. The main objectives of such a general question were (1) to encourage each respondent to take a stand by making an initial response, and (2) to investigate an often stated allegation that school administrators paid only lip service to community participation in local school affairs. Such

claim had been supported to an extent by the findings from the Questionnaire data analysis, which indicated definite discrepancies between the principals' justifications for community involvement in the affairs of the local schools, and the principals' specific stands on the various aspects of possible involvement (see items one through thirty-eight of the Questionnaire instrument).

Everyone interviewed made a positive response to the question regarding the general stand on community participation in local school affairs, thus identifying all respondent groups as falling in the "Agree" category of the Likert scale. However, there were differences between the professionals and the local school council leaders regarding the reasons behind the expressed stances. The professionals favored community participation in the schools primarily for the "support" and "understanding" that such practice might generate--support for what the professionals tried to accomplish, and understanding of the school's goals and efforts on the one hand, and of the desires and needs of parents on the other. The local school council leaders favored community participation in local school affairs, because through such practice "parents kept themselves informed," and because "through community participation in schools, concerned parents could influence decision making and policy making in the schools."

Entry One Sub-Entries: (a) What is your stand regarding community participation in the area of Personnel? (b) What is your stand regarding community

participation in the area of Curriculum? (c) What is your stand regarding community participation in the area of Policies and Procedures? (d) What is your stand regarding community participation in the area of Finance?

In the sub-areas of possible community participation in local school affairs investigated, the identified stances of the respondent groups were found to be in agreement with the stances expressed in the Questionnaire. Professionals rejected community participation in the sub-area of Personnel, while expressing the greatest degree of tolerance (within the range of the "Undecided" category of the Likert scale), for community participation in the sub-area of Finance. In the two sub-areas of Curriculum and Policies and Procedures, the professionals expressed indecision, explaining that participation was, indeed, important and necessary so long as it was (1) "supportive" of what the professionals tried to do, (2) "understanding" for the goals and efforts of the school, (3) "confined" or "limited" to where it should be, and (4) "helpful" in providing the necessary information for use by the professionals. Local school council leaders expressed positive stances on the four sub-areas of participation, indicating a definite and firm desire to influence decision making and policy making to a much higher degree and in more areas than the professionals were ready to concede.

The professionals justified their total rejection of community participation in the sub-area of Personnel with their concern of the danger of "politics entering the

local schools." Another important concern was the definite need for professional expertise in the evaluation of professionals. The professionals explained their indecisive stance in the sub-area of Curriculum by pointing to the necessity of trained expertise in this area, and their more tolerant professional stance (within the range of the "Undecided" category of the Likert scale), in the sub-area of Policies and Procedures as the result of "tradition", which had established the practice of parental participation to a limited degree in this sub-area.

Professionals explained the stance on the sub-area of Finance--found to be the most tolerant of all reserved professional stances--by pointing to the strength of tradition in this area, as well as to some successes that communities have had in recent years in persuading the School Board to come forth with positive actions. A number of professionals pointed to the cut-and-dry clerical aspects in this sub-area, lacking any policy making or decision making responsibilities, thus presenting less of a challenge to the administrators' authority and responsibility.

Entry Two: Do you assess the current practice of community participation in local school affairs as successful (a) in terms of Structure, (b) in terms of Operation, (c) in terms of Accomplishments, (d) in terms of Firmness, (e) in terms of Future-as-Present, and (f) in terms of Future-with-Increase?

Entry Two of the Interview instrument related to Hypothesis Two, which was concerned with the investigation of the stances of the respondents on the current practice

of community participation in the affairs of the local schools.

The stances of all Interview respondent groups, expressing indecisiveness and reservations in their assessments of the overall current practice of community participation in local school affairs, were found to be in complete agreement with the corresponding stances of the groups as identified by the treated data of the Questionnaire instrument.

In the investigated components of the current practice of community participation in local school affairs, the expressed stances of the respondents were found to be in agreement with those identified through the Questionnaire: all groups indicated indecision regarding the Structure component of the participation practice; the professionals' responses indicated dissatisfaction with the Operation component of the participation practice, in contrast to the local school council leaders' responses that indicated definite satisfaction; all professionals expressed dissatisfaction in regard to the Accomplishments component of the participation practice, while local school council leaders on the whole were undecided in this area; professionals expressed indecision as to the Firmness component of the current participation practice, in contrast to the local school council leaders who appeared convinced that the current participation practice was firmly established; finally, professionals as a whole were found to be undecided in

regard to both the Future-as-Present, and the Future-with-Increase components, while local school council leaders expressed a definite desire for an increase of community participation in local school affairs in the future.

Professionals and non-professionals explained the reserved stances on the Structure component of the participation practice as the result of confusing guidelines and unclear definitions. Professionals explained the dissatisfaction expressed for the Operation component of the participation practice as the result of (1) a lack of adequate and true community representation at Local School Council meetings, (2) a lack of sufficient leadership and/or knowledge among local school council members, and (3) a lack of regular attendance. Local school council leaders explained the satisfaction expressed for the Operation component of the participation practice as the result of the fulfillment experienced through "self-expression" and "participation."

The very low assessments of the Accomplishments component of the participation practice by the professionals were justified on the grounds of the lack of proof of any significant impact on the educational process, and particularly on the educational product, by the participation practice--a practice that had demanded disproportionate amounts of professional time and expertise. Local school council leaders as a group, though not satisfied with the Accomplishments component of the participation practice, were less critical. Specifically, stands were divided

equally between those who felt that participation endeavors were successful "because we know so," or "because our principal told us so," and those who felt that Local School Councils were masterfully led to keep busy with inconsequential issues.

Professionals justified the reserved stances on the future of the practice of community participation in local school affairs on the basis of a perceived trend indicating movement away from the aggressiveness which characterized the earlier stages of community participation in the affairs of the local schools. Local school council leaders justified their desire for increase of the participation practice in the future by expressing faith in the potential of the practice to improve the schools.

There was no separate entry in the Interview instrument relating to Hypothesis Three. As with the Questionnaire treatment of data, results relating to Hypothesis Three were obtained through a comparison of the data pertinent to Hypothesis One and Hypothesis Two. Since the findings from the interviews, relative to both Hypothesis One and Hypothesis Two were found to be in agreement with those of the Questionnaire, it was reasonable to conclude that the findings of Hypothesis Three, based on the relationship between Hypothesis One and Hypothesis Two, would be also in agreement.

Entry Three: On what bases do you justify community participation in local school affairs: (a) on educational bases, (b) on non-educational bases?

Entry Three with the two sub-entries related to Hypothesis Four.

The stances of all interview respondent groups, indicating acceptance of community participation in local school affairs on both educational and non-educational bases, were very much in agreement with the stances of the groups as identified in the treated data of the Questionnaire instrument.

Of some significance was the finding showing that "expediency" was the most often mentioned reason by the principals under the non-educational sub-entry.

Of great importance appeared to be the necessity to view the educational and non-educational bases of the stances of the respondent groups in the context of each group's understanding of community participation in local school affairs, as explained by the respondents themselves in Entry One (see pages 239 through 242).

Entry Four: Do you think the role of the principal in the implementation of a policy of community participation in local school affairs is crucial?

Entry Four related to Hypothesis Five. The stances of all interview respondent groups on the crucial role of the principal, with the professionals posing reservations, and the local school council leaders expressing agreement, were in accord with the stances of the respondents as identified through the treated data of the Questionnaire instrument.

Professionals explained the reservations in their

stances on the crucial role of the principal in community participation in local school affairs by citing such other variables as community apathy, lack of community leadership, lack of parental know-how, lack of parental time for involvement, lack of "Board" support, and even "luck" as important determinants--often more important than the role of the principal--in the implementation of programs of community participation in local school affairs.

Local school council leaders justified their stances of acceptance of the role of the principal as crucial in the implementation of programs of community participation in the affairs of the local schools, by presenting their perceptions of the principalship as a very influential position of authority and power.

Entry Five: Do you think that the role of the School Board in the implementation of the policy of community participation in the affairs of the local schools has been supportive?

Entry Six: Do you think that the role of the central administration in the implementation of the policy of community participation in local school affairs has been supportive?

Entries Five and Six related to Hypothesis Six.

The stances of all interview respondent groups on the supportive roles of the School Board and the central administration in the implementation of community participation in local school affairs, with the professionals expressing dissatisfaction and the local school council leaders indicating indecision and reservations, were in total agreement with the stances of the respondent groups as identified

through the treated data of the Questionnaire instrument. As with the Questionnaire findings, the discord in the stances of professionals and local school council leaders, prevalent in all areas of community participation examined in the present study, reached the lowest point here.

Professionals justified their stances, which expressed definite dissatisfaction with the School Board's and the central administration's roles in the implementation of the policy of community participation in local school affairs, by citing (1) possible "dubious motives" that had led to the adoption of the policy of community participation in local school affairs, (2) possible absence of real intentions by the School Board and the central administration to see community participation in local schools succeed, (3) the School Board's and the central administration's show of partiality and responsiveness to the "loudest" community demands--thus undermining and negating both local administrative authority and proper procedure, (4) the insensitivity of the School Board and the central administration for the complications and unsettling consequences of a policy of community participation in local school affairs inadequately or improperly implemented, (5) the lack of provisions by the School Board for appropriate training of all participant agents of the participation effort, and (6) the confusing guidelines for the implementation of the policy of community participation in local school affairs. The local school council leaders expressed similar concerns,

showing particular agreement with points 1, 2, 5, and 6 above.

Entry Seven: What is the trend of community participation in local school affairs?

Entry Seven was included for the purpose of verifying the stances of the respondents on (1) the Firmness, (2) the Future-as-Present, and (3) the Future-with-Increase components of the participation practice. The intention was to probe for reasons behind the significant differences identified in the stances of the professionals and the local school council leaders groups.

The stances and the reasons given in explaining the stances of the respondents were consistent with the stances of the respondents as identified through the Questionnaire instrument. Professionals perceived the participation practice as diminishing and withering away, while local school council leaders perceived the participation practice as settling down to a more definite form, pointing repeatedly to the many in-roads that had been carved so far.

As the preceding review of the interview findings clearly demonstrated, the input from the interviews provided in-depth information relating to all Hypotheses of the present study, confirmed the validity of the research findings of the Questionnaire, and verified the reliability and content validity of the Questionnaire.

Background Variables

A certain number of demographic variables of the respondents and of the school-communities had been selected for examination in the present study, in order to determine whether a pattern and/or a trend was evident between these variables and the stances of the selected respondent groups (1) on community participation in local school affairs at the level of theory, (2) on community participation in local school affairs at the level of practice, (3) on the educational bases for the justification of community participation in local school affairs, (4) on the non-educational bases for the justification of community participation in local school affairs, (5) on the crucial role of the principal in the implementation of community participation in local school affairs, and (6) on the supportive role of the School Board and central administration in the implementation of the participation policy. The presentation and analysis of the respondents' stances in relation to the selected background variables was the subject of the present section.

Racial-Ethnic Composition of the School

The first background variable examined in relation to the respondents' stances on participation was the racial-ethnic student composition of the school variable. Respondents were classified, according to the racial-ethnic composition of the school, into four classifications, Caucasian, Black, Hispanic and Integrated. The purpose was to determine

whether the racial-ethnic make-up of the school had any effect on the stances of the principals and the local school council leaders.

Would local school council leaders of Black and Hispanic communities display an acceptance of community participation to a higher degree than principals in general, and local school council leaders of other communities in particular, since the major desire for community involvement had been generated in Black and Hispanic communities, and was fostered by "Black" and "Latino" thought? Would local school council leaders of Black and Hispanic communities acknowledge to a higher degree the viability of the current participation practice? Would principals of Black and Hispanic school-communities display a higher degree of acceptance of community participation as a defense maneuver against possible aggressive action by such communities?

In examining the treated data which sought to determine the respondents stances on the theory of community participation in local school affairs in relation to the racial-ethnic composition of the local school (see table 55), a significant F ratio ($F = 78.71$; $df = 1, 159$; $p < .01$) was observed for difference in the mean scores of the stances of the principals and the local school council leaders.

The Newman-Keuls test applied to the data identified significant differences, at the .05 level of significance, between principals and local school council leaders in all four racial-ethnic school classifications, with principals

groups consistently displaying lower mean scores than the local school council leaders groups. In addition, a significant difference was identified between the stances of the local school council leaders of Integrated and Caucasian schools, with the former displaying a mean score of 4.00, corresponding to the "Agree" category of the Likert scale, and the latter holding a mean score of 3.34, corresponding to the "Undecided" category of the scale. No other significant differences were identified by the Newman-Keuls test in the stances of the respondent groups, thus allowing one to observe that the principals of all racial-ethnic school classifications displayed similar and low stances on the theory of community participation in local school affairs, revealing both disagreement with, and reservations for, the subject.

In examining the treated data in table 55, displaying mean scores and standard deviations of the stances on the theory of community participation in local school affairs of principals and local school council leaders of Caucasian, Black, Hispanic and Integrated schools, the local school council leaders groups of Black, Hispanic and Integrated school classifications were observed to hold scores corresponding to the "Agree" category of the Likert scale, in contrast to the rest of the respondent groups, including both principals and local school council leaders, which held mean scores for stances corresponding to the "Undecided" and "Disagree" categories of the scale.

Interestingly enough, the standard deviations of the principals groups were observed to be consistently smaller than the standard deviations of the local school council leaders groups, in each of the racial-ethnic school classifications examined, thus revealing less variability and greater solidarity within each of the principals groups (see table 55).

In examining the treated data of the respondents stances on the practice of community participation in local school affairs in relation to the racial-ethnic composition of the schools (see table 56), a significant F ratio was observed for difference in the mean scores of the stances of the principals and the local school council leaders ($F = 34.94$; $df = 1, 159$; $p < .01$).

The Newman-Keuls test applied to the data identified significant differences, at the .05 level of significance, between principals and local school council leaders in the Hispanic schools, with the principals holding the lower mean score. Significant differences were also identified between the stances of the local school council leaders of the Hispanic schools and each of the local school council leaders groups of the other racial-ethnic school classifications, with the former group holding the highest mean score. No other significant differences were identified by the Newman-Keuls test in the stances of the respondent groups, thus permitting one to note that the principals of all racial-ethnic school classifications, displaying both similar and low scores, were in agreement in their low assessments

of the current practice of community participation in local school affairs.

In inspecting the treated data in table 56, displaying the mean scores and the standard deviations of the stances on the practice of community participation in local school affairs of principals and local school council leaders of Caucasian, Black, Hispanic and Integrated school classifications, the local school council leaders group of the Hispanic schools, with a mean score of 3.86, was observed to hold the highest mean score of all respondent groups, while being the only group registering satisfaction with the current practice of community participation in local school affairs. All other groups of respondents expressed indecision or dissatisfaction in the evaluation of the current practice of community participation in local school affairs.

In examining the treated data of the respondents stances on the educational bases for community participation in local school affairs in relation to the racial-ethnic composition of the local schools (see table 57), a significant F ratio ($F = 61.87$; $df = 1, 159$; $p < .01$) was observed for difference in the mean scores of the stances of the principals and local school council leaders.

The Newman-Keuls test applied to the data identified significant differences, at the .05 level of significance, between principals and local school council leaders in each of the four racial-ethnic school classifications, with the

local school council leaders groups holding higher scores in every case. A significant difference, at the .05 level of significance, was also observed between the stances of the local school council leaders of the Hispanic schools and the local school council leaders of the Caucasian schools, with the former displaying a mean score of 4.67, corresponding to the "Strongly Agree" category of the scale, and the latter holding a mean score of 4.02, corresponding to the "Agree" category of the scale. No significant differences, at the .05 level of significance, were observed in the mean scores of the stances of the principals groups, thus indicating similarity in the stances of all four principal groups on the educational bases for the justification of community participation in the affairs of the local school.

In examining the treated data in table 57, presenting the mean scores and standard deviations of the stances on the educational bases for community participation in local school affairs of principals and local school council leaders of Caucasian, Black, Hispanic and Integrated school classifications, the local school council leaders groups of the Black, Hispanic and Integrated racial-ethnic school classifications were observed to hold mean scores corresponding to the "Strongly Agree" category of the scale, while the principals of the Caucasian and Hispanic racial-ethnic school classifications, were observed to hold the lowest mean scores, corresponding to the "Undecided" category of the

scale.

In examining the treated data of the respondents' stances on the non-educational bases for community participation in local school affairs in relation to the racial-ethnic composition of the local schools (see table 58), a significant F ratio ($F = 30.40$; $df = 1, 159$; $p < .01$) was observed for difference in the mean scores of the stances of the principals and the local school council leaders groups.

The Newman-Keuls test applied to the data identified significant differences, at the .05 level of significance, between principals and local school council leaders in every racial-ethnic school classification except the Black. Significant differences were also identified between the stances of the local school council leaders of the Integrated schools and each of the local school council leaders groups of the other racial-ethnic school classifications. A significant difference was also identified in the mean scores of the stances of the principals of the Integrated and Caucasian schools.

In examining the treated data in table 58, displaying the mean scores and the standard deviations of the stances on the non-educational bases for community participation in local school affairs of principals and local school council leaders of Caucasian, Black, Hispanic and Integrated schools, the principals of the Caucasian schools were observed to hold the lowest mean score of all respon-

dent groups, corresponding to the "Undecided" category of the Likert scale, while the local school council leaders of the Integrated schools were observed to hold the highest mean score of all respondent groups, corresponding to the "Strongly Agree" category of the scale.

In examining the treated data of the respondents stances on the crucial role of the principal in the implementation of programs of community participation in local school affairs in relation to the racial-ethnic composition of the local schools (see table 59), a significant F ratio ($F = 10.21$; $df = 1, 159$; $p < .01$) was observed for difference in the mean scores of the stances of the principals and the local school council leaders. The Newman-Keuls test applied to the data identified no significant differences between the stances of any of the respondent groups.

In examining the treated data in table 59, displaying the means and standard deviations of the stances on the crucial role of the principal in the practice of community participation in local school affairs of principals and of local school council leaders of Caucasian, Black, Hispanic and Integrated schools, local school council leaders were observed to hold higher mean scores than the principals in each of the racial-ethnic school classifications considered, with the local school council leaders of the Integrated schools holding the highest mean score, and the local school council leaders of the Caucasian schools holding the lowest mean score. Of interest was the observation that all

principals groups held scores corresponding to the "Undecided" category of the Likert scale, while all local school council leaders groups held scores corresponding to the "Agree" category of the scale.

In examining the treated data of the respondents stances on the supportive role of the School Board and the central administration in the implementation of community participation in local school affairs in relation to the racial-ethnic composition of the local schools (see table 60), a significant F ratio ($F = 8.15$; $df = 1, 159$; $p < .01$) was observed for difference in the mean scores of the stances of the principals and the local school council leaders. The Newman-Keuls test applied to the data identified no significant differences between the stances of any of the respondent groups.

An examination of the treated data of table 60, displaying the mean scores and standard deviations of the stances on the supportive role of the School Board and central administration in the implementation of programs of community participation in local school affairs of principals and local school council leaders of Caucasian, Black, Hispanic and Integrated schools, indicated that the highest mean score, corresponding to the "Undecided" category of the Likert scale, was held by the local school council leaders of the Hispanic schools, while the lowest mean score, corresponding to the "Disagree" category of the scale, was held by the principals of the Black schools. Principals in

all racial-ethnic school classifications held mean scores for stances corresponding to the "Disagree" category of the Likert scale, while local school council leaders groups were split equally between the "Disagree" and the "Undecided" categories of the scale, with the local school council leaders of the Caucasian and Integrated schools holding the lowest mean scores for stances, thus aligning themselves to the principals groups in the evaluation of the role of the School Board and the central administration as unsupportive in the implementation of programs of community participation in local school affairs.

To further verify the existence of possible significant differences in the stances of the principals of the four racial-ethnic school classifications under consideration, a one way analysis of variance procedure was also applied to the variables. However, no significant differences were observed in the stances of the principals of Caucasian, Black, Hispanic and Integrated schools on the theory of community participation in local school affairs ($F = 1.26$; $df = 3, 100$; $p > .05$), on the practice of community participation in local school affairs ($F = 1.03$; $df = 3, 100$; $p > .05$), on the educational bases for the justification of community participation in local school affairs ($F = 1.32$; $df = 3, 100$; $p > .05$), on the non-educational bases for the justification of community participation in local school affairs ($F = 1.74$; $df = 3, 100$; $p > .05$), on the role of the principal in the implementation of community

participation in local school affairs ($F = 0.90$; $df = 3, 100$; $p > .05$), and on the role of the School Board and central administration in the implementation of community participation in local school affairs ($F = 1.17$; $df = 3, 100$; $p > .05$).

To test for possible significant differences in the stances of the local school council leaders from the four racial-ethnic school classifications, the one way analysis of variance procedure was also applied to the variables. There were no significant differences observed in the stances of the local school council leaders of Caucasian, Black, Hispanic and Integrated schools on the theory of community participation in local school affairs ($F = 1.99$; $df = 3, 59$; $p > .05$), on the practice of community participation in local school affairs ($F = 2.30$; $df = 3, 59$; $p > .05$), on the educational bases for the justification of community participation in local school affairs ($F = 1.90$; $df = 3, 59$; $p > .05$), on the role of the principal in the implementation of community participation in local school affairs ($F = 0.71$; $df = 3, 59$; $p > .05$), and on the role of the School Board and central administration in the implementation of community participation in local school affairs ($F = 1.03$; $df = 3, 59$; $p > .05$). However, there was a significant F ratio ($F = 2.90$; $df = 3, 59$; $p < .05$) observed for difference in the mean scores of the stances of local school council leaders on the non-educational bases for the justification of community participation in local school

affairs.

In studying the treated data in table 61, displaying the means and standard deviations of all stances on community participation in local school affairs of principals of Caucasian, Black, Hispanic and Integrated school classifications in relation to the data in table 54, displaying comparable information on the principals group taken as a whole, principals of Integrated schools were found to hold mean scores for stances consistently higher than the mean scores of the stances of the total principals group, while the principals of Caucasian schools, compared to all other groups of principals, were found to hold mean scores for stances most impressively lower than the mean scores of the stances of the total principals group.

In studying the treated data of table 62, displaying the means and standard deviations of all stances on community participation in local school affairs of local school council leaders from Caucasian, Black, Hispanic and Integrated school classifications in relation to the data in Table 54, displaying comparable information on the local school council leaders group as a whole, local school council leaders of Caucasian and Hispanic schools were found to hold mean scores for stances on the theory of participation considerably lower than the mean score for the stance of the total group. Local school council leaders of Caucasian and Integrated school classifications were also found to hold mean scores for stances on the supportive role of the School

Board and central administration that were lower than the mean scores for the stances of the local school council leaders group as a whole.

In review, the purpose of examining the racial-ethnic composition of the school as a variable was to determine whether a pattern and/or a trend was evident between this variable and the various stances of the respondent groups on the different aspects of community participation in local school affairs under investigation in the present study. From the examination of the treated data the following observations were made:

1. In all aspects of participation examined, and within all racial-ethnic school classifications identified, the local school council leaders groups held mean scores for stances that were higher than the mean scores for stances of the principals groups, except in one instance, in the evaluation of the role of the School Board, where council leaders of the Caucasian schools held a lower mean score than the principals of the same school classification.

2. Principals of Caucasian and Hispanic school classifications held the lowest mean scores for stances on the theory of community participation in local school affairs, indicating the greatest resistance, among all principals groups, for community participation in local school affairs.

3. Among all community groups, the local school council leaders group of the Caucasian school classification held the lowest score for stance on the theory of community

participation in local school affairs, revealing some definite reservations in this area. All other community groups displayed definite acceptance.

4. Principals of Caucasian and Black school classifications held the lowest mean scores for stances on the current practice of community participation in local school affairs, registering greater dissatisfaction with the practice of participation than the principals of the Hispanic and Integrated school classifications.

5. The local school council leaders group of the Hispanic school classification held the highest mean score for stance on the current practice of community participation in local school affairs, displaying more satisfaction with the participation practice than any other respondent group.

6. Principals of Caucasian and Hispanic school classifications held mean scores for stances on the educational bases for the justification of community participation in local school affairs that displayed indecision, in contrast to the other groups of principals that held mean scores for stances showing acceptance.

7. Principals of Caucasian school classifications held the lowest mean score for stance on the non-educational bases for justification of community participation in local school affairs, revealing some indecision, in contrast to all other groups of principals that displayed mean scores for stances showing acceptance.

8. Local school council leaders of Caucasian and Integrated school classifications appeared to be more definite than the other community groups in the evaluation of the role of the School Board and central administration as unsupportive in the implementation of the policy of community participation in the affairs of the local schools.

9. Principals of Black school classifications, among all principals groups, indicated the highest degree of dissatisfaction with the role of the School Board and central administration in the implementation of programs of community participation in the affairs of the local schools.

10. The most disagreements between the stances of principals and local school council leaders were observed to be within the Hispanic schools classification, with the local school council leaders displaying a higher mean score for stance in every instance. (Disagreements were identified in four out of the six aspects of community participation in local school affairs investigated; that is, on the theory and on the current practice of participation, and on the educational and non-educational bases for the justification of community participation in local school affairs.)

11. The fewer disagreements between the stances of the principals and the local school council leaders groups were found to be within the Black schools classification. (Here the mean scores for the stances of the respondents indicated significant differences between the principals and the school council leaders on only two of the six aspects

of community participation in local school affairs investigated; that is, (1) on the theory of community participation in local school affairs, and (2) on the educational bases for community participation in local school affairs.) The local school council leaders group displayed higher mean scores for stances in both instances.

12. The most persistent disagreements between the stances of the principals and the local school council leaders of all racial-ethnic school classifications were observed to be on the theory of community participation in local school affairs, and on the educational and non-educational bases for the justification of community participation in local school affairs.

13. The least disagreement between the stances of the principals and local school council leaders groups of all racial-ethnic school classifications was observed to be on the practice of community participation in the affairs of the local schools, and on the supportive role of the School Board and central administration in the implementation of community participation in the affairs of the local schools.

Although not all observations just presented of the characteristic variations in the stances of the respondents were substantiated by statistical analyses of variance procedures, in the judgment of the writer, who had exercised all prudent care in the interpretation of the treated data, such variations were indicative of possible evolving

patterns, and were therefore reported as such.

Type of School

The second background variable considered, in an effort to determine some relationship between the variable and the stances of the principals, was the type-of-school variable. The three school types considered were (1) the kindergarten through sixth grade school, (2) the kindergarten through eighth grade school, and (3) the regular high school.

Would the stances of the principals of the various schools on the different aspects of community participation in local school affairs under investigation in the present study be affected by the type of school administered?

Would the principals of the "little schools" hold a different outlook on community participation in local school affairs than the principals of the high schools? Would the elementary school principals, finding themselves in closer proximity to the school community, view community participation in local school affairs differently?

To test for significant differences in the stances of the principals of the three school categories under investigation, a one way analysis of variance procedure was applied to the variables. However, no significant F ratios were observed for difference in the mean scores of the stances of the principals of the three types of schools relative to (1) the theory of community participation in local school affairs ($F = 0.39$; $df = 2, 101$; $p > .05$),

(2) the practice of community participation in local school affairs ($F = 0.27$; $df = 2, 101$; $p > .05$), (3) the educational bases for the justification of community participation in local school affairs ($F = 0.27$; $df = 2, 101$; $p > .05$), (4) the non-educational bases for the justification of community participation in local school affairs ($F = 0.68$; $df = 2, 101$; $p > .05$), (5) the crucial role of the principal in the implementation of community participation in local school affairs ($F = 1.20$; $df = 2, 101$; $p > .05$), and (6) the supportive role of the School Board and central administration in the implementation of community participation in local school affairs ($F = 0.27$; $df = 2, 101$; $p > .05$). Since no significant differences were determined in the mean scores of the stances of the principals of the three types of schools under investigation, no significant patterns or trend were expected to be found.

An examination of the treated data in table 63, displaying means and standard deviations of the stances on community participation in local school affairs of principals, grouped by the type of school administered, indicated that principals of high schools were "Undecided" in more instances than any of the other groups of principals under examination. High school principals were also found to hold the lowest mean scores for stances on all aspects of participation examined, except in their evaluation of the supportive role of the School Board and central administration, where they showed some "generosity" within the

"Disagree" category of the Likert scale.

Socio-Economic Status of the School

The third background variable considered for possible influence on the stances of the principals on community participation in local school affairs was the socio-economic-status of the school variable. Schools were classified into four socio-economic categories, according to the judgment of the local school principal. The four categories were high, average, low, and very low.

Would the stances on community participation in local school affairs of principals be influenced by the socio-economic status of the school? Professional research had shown a significant and positive relationship between the socio-economic status of the community and its degree of participation in the affairs of the local school. Would the administrators of schools located in communities of higher socio-economic status display a higher acceptance of community participation in local school affairs than the administrators of schools of lower socio-economic backgrounds?

To test for significant differences in the stances on community participation in local school affairs of the principals of the four socio-economic school categories, a one way analysis of variance procedure was applied to the variables.

In examining the treated data, no significant F ratios were observed for difference in the mean scores of

the stances of the principals of the four socio-economic school categories relative to (1) the theory of community participation in local school affairs ($F = 0.22$; $df = 3, 99$; $p > .05$), (2) the practice of community participation in local school affairs ($F = 2.30$; $df = 3, 99$; $p > .05$), (3) the educational bases for the justification of community participation in local school affairs ($F = 0.75$; $df = 3, 99$; $p > .05$), (4) the non-educational bases for the justification of community participation in local school affairs ($F = 1.02$; $df = 3, 99$; $p > .05$), (5) the role of the principal in the implementation of community participation in local school affairs ($F = 0.32$; $df = 3, 99$; $p > .05$), and (6) the role of the School Board and central administration in the implementation of community participation in local school affairs ($F = 0.56$; $df = 3, 99$; $p > .05$).

Since no significant differences were determined in the mean scores of the stances of the principals of the four socio-economic school categories, no significant patterns or trends were expected to be found.

However an examination of the treated data in table 64, presenting the means and standard deviations of the stances on community participation in local school affairs of principals, grouped by principal reported socio-economic status of school, revealed some interesting relationships. Principals of high socio-economic status schools (1) displayed most of the lowest scores for stances on the various aspects of community participation examined in the

present study, (2) held no mean score for stances higher than "Undecided," (3) showed rejection of community participation at the theoretical level, in contrast to all other principals groups that showed indecision, (4) indicated dissatisfaction with the practice of community participation in local school affairs, (here they were joined by the principals of the low socio-economic status schools), and (5) registered indecision regarding the educational and non-educational bases for the justification of community participation in local school affairs, in contrast to all other principals groups that indicated agreement in both instances.

History of Local School-Community and District-Community Situation

The fourth background variable considered for possible influence on the stances of the respondent groups on community participation in local school affairs was the history of the school-community and district-community situation variable. Four categories of local situations were explored: uneventful, explosive, with ups-and-downs, and constructive.

How did the history of the local situation affect the respondents and the respondents' stances on the various aspects of community participation in local school affairs examined in the present study? Should one expect administrators with a history of school-community and district-community unrest to score higher in acceptance of community participation in local school affairs, because of an attitudinal mind-set to cater more carefully to a disgruntled

community? Or should one expect administrators with a history of constructive school-community endeavors to score higher as a result of successful and rewarding experiences?

To test for significant differences in the stances on community participation in local school affairs of the principals of the four local school-community situations identified, a one way analysis of variance procedure was applied to the variables. In examining the treated data, no significant F ratios were observed for difference in the mean scores of the stances of the principals of the four local school-community situations relative to (1) the theory of community participation in local school affairs ($F = 1.24$; $df = 3, 99$; $p > .05$), and (2) the non-educational bases for the justification of community participation in the affairs of the local schools ($F = 2.57$; $df = 3, 99$; $p > .05$).

However, significant F ratios were observed for difference in the mean scores of the stances of principals of the four local school-community situations relative to (1) the practice of community participation in local school affairs ($F = 5.52$; $df = 3, 99$; $p < .01$), (2) the educational bases for the justification of community participation in local school affairs ($F = 4.74$; $df = 3, 99$; $p < .01$), (3) the crucial role of the principal in the implementation of community participation in local school affairs ($F = 3.76$; $df = 3, 99$; $p < .05$), and (4) the supportive role of the School Board and central administration in the implementation of

community participation in local school affairs ($F = 2.77$; $df = 3, 99$; $p < .05$).

An examination of table 65, presenting data on the means and standard deviations of the stances of principals, grouped by description of local-community situation, on community participation in local school affairs, indicated some interesting patterns:

1. There was a positive relationship observed between the principals' assessments of the local school-community situation as constructive and their stances on the six aspects of community participation in local school affairs. Compared to all other mean scores, the mean scores for the stances of the principals in the constructive category were the highest (see table 65).
2. The principals of the constructive category expressed agreement with the description of the role of the principal as crucial in the implementation of programs of community participation in local school affairs, in contrast to all other principals who expressed indecision on the subject.
3. The principals of the constructive category held the highest mean score for stance on the current practice of community participation in the affairs of local schools, corresponding to the "Undecided" category. All other principals expressed disagreement with the current practice.
4. In contrast to all other principal groups who expressed reservation, the principals of the constructive

category expressed agreement with the educational bases for the justification of community participation in local school affairs.

5. The principals of the explosive category expressed strong disagreement regarding the role of the School Board and central administration as supportive in the implementation of community participation in local school affairs, in contrast to all other principals groups that registered plain disagreement.

6. The principals of the uneventful category held the lowest mean score for stance on the theory of community participation in local school affairs, corresponding to the "Disagree" category of the Likert scale, in contrast to all other principals groups that expressed indecision.

In considering the above mentioned indications of a positive relationship between the constructive category and the stances of the principals, one might reason that the constructive situation was influencing the stances, or that the more positive stances were influencing the situation to become constructive. The writer, however, could not reach any definite conclusion, in view of the fact that the principals of the constructive category--comprising 45 percent of all principals in the sample--were still displaying mean scores for stances on the theory and practice of community participation in local school affairs that indicated strong reservations.

To test for significant differences in the stances

on community participation in local school affairs of the district superintendents of the four local district-community situations identified, a one way analysis of variance procedure was applied to the data of the variables. In examining the treated data, no significant F ratios were observed for difference in the mean scores of the stances of the district superintendents of the four district-community situations relative to (1) the theory of community participation in local school affairs ($F = 1.62$; $df = 3, 12$; $p > .05$), (2) the current practice of community participation in local school affairs ($F = 0.83$; $df = 3, 12$; $p > .05$), (3) the educational bases for the justification of community participation in local school affairs ($F = 2.46$; $df = 3, 12$; $p > .05$), (4) the non-educational bases for the justification of community participation in local school affairs ($F = 1.33$; $df = 3, 12$; $p > .05$), (5) the role of the principal in the implementation of community participation in local school affairs ($F = 0.81$; $df = 3, 12$; $p > .05$), and (6) the role of the School Board and central administration in the implementation of community participation in local school affairs ($F = 0.16$; $df = 3, 12$; $p > .05$).

An examination of the treated data in table 66, presenting the means and standard deviations of the stances of district superintendents, grouped by the description of the history of local district-community situation, on community participation in local school affairs, revealed that district superintendents of the constructive district-

community situation, just like the principals of the same category, displayed mean scores for stances on all aspects of participation examined that were consistently higher than those of the other district superintendent groups.

To test for significant differences in the stances on community participation in local school affairs of the local school council leaders of the four local school-community situations identified, a one way analysis of variance procedure was applied to the variables. In examining the treated data, no significant F ratios were observed for difference in the mean scores of the stances of local school council leaders of the four school-community situations relative to (1) the theory of community participation in local school affairs ($F = 0.80$; $df = 3, 59$; $p > .05$), (2) the educational bases for the justification of community participation in local school affairs ($F = 0.73$; $df = 3, 59$; $p > .05$), (3) the non-educational bases for the justification of community participation in local school affairs ($F = 1.14$; $df = 3, 59$; $p > .05$), and (4) the role of the principal in the implementation of community participation in local school affairs ($F = 1.11$; $df = 3, 59$; $p > .05$).

However, significant F ratios were observed for differences in the mean scores of the stances of local school council leaders of the four identified school-community situations relative to (1) the practice of community participation in local school affairs ($F = 6.28$; $df = 3, 59$; $p < .01$), and (2) the role of the School Board and central

administration in the implementation of community participation in local school affairs ($F = 4.00$; $df=3, 59$; $p < .05$).

An examination of table 67, presenting the means and standard deviations of the stances on community participation in local school affairs of the local school council leaders, grouped by description of the history of local school-community situation, indicated that (1) the local school council leaders of the uneventful and explosive school-community situations were expressing stronger dissatisfaction with the current practice of community participation in local school affairs than the other two groups, and (2) the local school council leaders group of the constructive school-community situation was the only community group that assessed the current participation practice as satisfactory.

An examination of the treated data in tables 68 through 73, displaying the means and standard deviations of the stances of principals, district superintendents and local school council leaders of the four identified school-community and district-community situations on all six aspects of participation examined in the present study, revealed some interesting relationships:

1. All mean scores for stances of the principals of the constructive school-community situation, on all aspects of participation examined, were consistently higher than the mean scores of the principals of the other school-community situations.

2. All mean scores for stances of the district superintendents of the constructive district-community situation were consistently higher than the mean scores for stances of the district superintendents of the other three district-community situations, on all six aspects of participation examined.

3. All mean scores of the stances of local school council leaders of the constructive and with ups-and-downs school-community situations, on all aspects of participation examined, were consistently higher than the mean scores of the principals and district superintendents groups.

4. The mean scores of the stances of local school council leaders of the uneventful and explosive school-community situations, on all aspects of participation examined, except on the current practice of participation and the supportive role of the School Board and central administration, were higher than the mean scores of the stances of the principals and district superintendent groups of the same situations.

Sex of the Respondents

The fifth variable examined for possible influence on the stances of the respondent groups was the sex of the respondents variable. Recent Chicago Board of Education statistics showed that the community selection process of principals, an important aspect of the practice of community participation in the Chicago public schools, had favored

the appointment of male principals. A great deal had also been said and written on the differing male and female perspectives of school administrators, while much had been voiced on the subject of male and female local school council leadership.

To test for significant differences in the stances on community participation in local school affairs of principals, district superintendents, and local school council leaders, a one way analysis of variance procedure was applied to the variables. In examining the treated data, no significant F ratios were observed for difference in the mean scores of the stances of male and female principals relative to (1) the theory of community participation in local school affairs ($F = 0.09$; $df = 1, 102$; $p > .05$), (2) the practice of community participation in local school affairs ($F = 0.04$; $df = 1, 102$; $p > .05$), (3) the educational bases for the justification of community participation in local school affairs ($F = 0.52$; $df = 1, 102$; $p > .05$), (4) the non-educational bases for the justification of community participation in local school affairs ($F = 0.81$; $df = 1, 102$; $p > .05$), (5) the crucial role of the principal in the implementation of community participation in local school affairs ($F = 0.46$; $df = 1, 102$; $p > .05$), and (6) the supportive role of the School Board and central administration in the implementation of community participation in local school affairs ($F = 0.03$; $df = 1, 102$; $p > .05$).

No significant F ratios were observed for difference

in the mean scores of the stances of male and female district superintendents relative to (1) the theory of community participation in local school affairs ($F = 0.00$; $df = 1, 14$; $p > .05$), (2) the practice of community participation in local school affairs ($F = 0.36$; $df = 1, 14$; $p > .05$), (3) the educational bases for the justification of community participation in local school affairs ($F = 0.19$; $df = 1, 14$; $p > .05$), (4) the non-educational bases for the justification of community participation in local school affairs ($F = 0.51$; $df = 1, 14$; $p > .05$), (5) the role of the principal in the implementation of community participation in local school affairs ($F = 1.90$; $df = 1, 14$; $p > .05$), and (6) the role of the School Board and central administration in the implementation of programs of community participation in local school affairs ($F = 0.01$; $df = 1, 14$; $p > .05$).

There were also no significant F ratios observed for difference in the mean scores of the stances of male and female local school council leaders relative to the (1) the theory of community participation in local school affairs ($F = 1.71$; $df = 1, 61$; $p > .05$), (2) the practice of community participation in local school affairs ($F = 2.99$; $df = 1, 61$; $p > .05$), (3) the educational bases for the justification of community participation in local school affairs ($F = 2.76$; $df = 1, 61$; $p > .05$), (4) the non-educational bases for the justification of community participation in local school affairs ($F = 3.70$; $df = 1, 61$; $p > .05$), and (5) the role of the principal in the implementation of commu-

nity participation in local school affairs ($F = 0.01$; $df = 1, 61$; $p > .05$). There was, however, a significant F ratio observed for difference in the mean scores of the stances of male and female local school council leaders in regard to the role of the School Board and central administration in the implementation of community participation in local school affairs ($F = 6.71$; $df = 1, 61$; $p < .05$), with the female respondents holding the higher score, corresponding to the "Undecided" category of the Likert scale.

From the above findings, the conclusion was drawn that sex, as a background variable, had no significant influence on the stances of the principals and district superintendents, but some influence on the stances of local leaders.

An examination of the treated data in table 74, displaying mean scores and standard deviations of the stances of male and female principals on community participation in local school affairs, indicated that the mean scores of the stances of female principals were in most instances slightly lower than the mean scores of the stances of male principals. Female principals were also observed to hold mean scores for stances on the theory of community participation in local school affairs that corresponded to the "Disagree" category of the Likert scale, while the male principals held mean scores for stances on the theory of participation that indicated indecision.

Table 75, displaying the mean scores and standard deviations of the stances of male and female district

superintendents on community participation in local school affairs, indicated that male district superintendents, more than the female, regarded the role of the principal as crucial in the implementation of community participation in local school affairs.

An examination of table 76, displaying the means and standard deviations of the stances of male and female local school council leaders on community participation in local school affairs, indicated that (1) the majority of local school council leaders were female, (2) the female local school council leaders rated the current practice of community participation in local school affairs higher than the male local school council leaders, and (3) the male local school council leaders rated the role of the School Board and central administration as unsupportive, in contrast to the female local school council leaders who expressed indecision on the subject.

To further examine the stances of principals on community participation in local school affairs, male and female principals were classified according to the racial-ethnic composition of the school administered, and personal racial-ethnic backgrounds (see tables 77 through 83). From such classification ten unique groups were obtained. In examining the treated data in tables 77 through 83, presenting the means and standard deviation of the stances of male and female principals, of Black and Caucasian backgrounds, administering Caucasian, Black, Hispanic and Integrated

schools, on community participation in local school affairs, the following observations were made:

1. Among all principals groups, female Caucasian principals in Hispanic schools held the lowest mean score for stance on the theory of community participation in local school affairs, corresponding to the "Disagree" category of the scale (see table 77).

2. Among all principals groups, male Caucasian principals of Black schools held the highest mean score for stance on the theory of community participation in local school affairs, corresponding to the "Undecided" category of the scale (see table 77).

3. Among all principals groups, male Caucasian principals in Caucasian schools, and female Black principals in Black schools held the two lowest mean scores for stances on the current practice of community participation in local school affairs, corresponding to the "Disagree" category of the scale. All other principals groups held mean scores for stances corresponding to the "Undecided" category of the scale (see table 78).

4. Male and female Caucasian principals in Caucasian schools, and female Caucasian principals in Black schools were the only principals groups expressing reservations on the overall bases and on the non-educational bases for the justification of community participation in local school affairs. All other groups of principals expressed definite agreement (see tables 79 and 81).

5. Male Caucasian principals in Caucasian and Integrated schools, and female Black principals in Black schools were the only groups of principals expressing agreement with the description of the principal's role in the implementation of community participation in local school affairs as crucial. All other groups of principals expressed indecision (see table 82).

6. All male and female principals, of all racial-ethnic personal backgrounds, and of schools of all racial-ethnic student compositions, found the role of the School Board and central administration in the implementation of programs of community participation in the affairs of the local schools unsupportive. Indeed, all groups of principals held mean scores for stances corresponding to the "Disagree" category of the scale. However, within the range of the "Disagree" category, the lowest mean score was held by female Black principals in Black schools, while the highest mean score was held by Caucasian principals in Integrated schools (see table 83).

Racial-Ethnic Background of the Administrator

The sixth background variable examined was the racial-ethnic background of the administrator. The objective was to find out whether race and ethnicity had an influence on the respondents' stances on community participation in local school affairs. Since community involvement in the

selection of principals in Chicago had favored the assignment of Black administrators, would one find Black administrators favoring community participation, both in theory and in practice, to a higher degree than the non-Black administrators?

Principals were classified into four racial-ethnic categories, Caucasian, Black, Hispanic and Other. District superintendents were classified into two categories, Caucasian and Black, since there were no subjects for the other two categories.

To test for significant differences in the stances on community participation in local school affairs of the principals, of the four racial-ethnic backgrounds, and of the district superintendents, of the two racial-ethnic backgrounds, the analysis of variance procedure was applied to the variables.

In examining the treated data, no significant F ratios were observed for difference in the mean scores of the stances of principals of the four racial-ethnic backgrounds relative to (1) the theory of community participation in local school affairs ($F = 0.90$; $df = 3, 100$; $p > .05$), (2) the current practice of community participation in local school affairs ($F = 2.44$; $df = 3, 100$; $p > .05$), (3) the educational bases for the justification of community participation in local school affairs ($F = 0.82$; $df = 3, 100$; $p > .05$), (4) the non-educational bases for the justification of community participation in local school affairs

($F = 0.26$; $df = 3, 100$; $p > .05$), (5) the crucial role of the principal in the implementation of community participation in local school affairs ($F = 2.68$; $df = 3, 100$; $p > .05$), and (6) the supportive role of the School Board and central administration in the implementation of community participation in local school affairs ($F = 1.56$; $df = 3, 100$; $p > .05$).

There were also no significant F ratios observed for difference in the mean scores of the stances of the district superintendents of the two racial-ethnic backgrounds relative to (1) the theory of community participation in local school affairs ($F = 0.44$; $df = 3, 13$; $p > .05$), (2) the current practice of community participation in local school affairs ($F = 0.36$; $df = 3, 12$; $p > .05$), (3) the educational bases for the justification of community participation in local school affairs ($F = 0.74$; $df = 3, 12$; $p > .05$), (4) the non-educational bases for the justification of community participation in local school affairs ($F = 0.36$; $df = 3, 12$; $p > .05$), (5) the crucial role of the principal in the implementation of community participation in local school affairs ($F = 0.47$; $df = 3, 12$; $p > .05$), and (6) the supportive role of the School Board and central administration in the implementation of community participation in local school affairs ($F = 0.39$; $df = 3, 12$; $p > .05$).

In view of the above findings, the conclusion was drawn that the racial-ethnic backgrounds of the administrators had no significant influence on the stances on community

participation in local school affairs of the administrators.

An examination of table 34, containing the mean scores and standard deviations of the stances on community participation in local school affairs of principals of Caucasian, Black, Hispanic and Other racial-ethnic backgrounds, indicated that the highest mean scores for stances of all principals groups were in relation to the educational and non-educational bases for the justification of community participation in local school affairs, while the lowest mean scores for stances were in relation to the current practice of participation, and the role of the School Board and central administration in the participation practice.

An examination of table 85, presenting the mean scores and standard deviations of the stances on community participation in local school affairs of district superintendents of Caucasian and Black racial-ethnic backgrounds, indicated that (1) Black district superintendents held mean scores for stances, on all aspects of participation examined, that were consistently higher than the mean scores for stances of Caucasian district superintendents, (2) Caucasian district superintendents displayed two of the lowest mean scores for stances, on the current practice of community participation in local school affairs, and on the supportive role of the School Board and central administration in the implementation of community participation in local school affairs, both corresponding to the "Disagree" category of the Likert scale, (3) Black district superintendents

displayed three of the highest mean scores for stances, all corresponding to the "Agree" category of the scale, on the educational and non-educational bases for the justification of community participation in local school affairs, and on the crucial role of the principal in the implementation of community participation in local school affairs, (4) though both Caucasian and Black district superintendents expressed indecision on the theory of community participation in local school affairs, the Caucasian district superintendents appeared to have greater reservations, and (5) Caucasian district superintendents assessed the role of the School Board and central administration in the implementation of community participation in local school affairs as unsatisfactory, while Black district superintendents, with a slightly higher mean score, indicate very strong reservations.

Years of Service in the Administrative Field

The seventh background variable examined was concerned with the years of service in the administrative field of principals, and the objective was to determine whether there was a relationship between the principals' years of service in the administrative field and their stances on the various aspects of community participation in local school affairs examined in the present study. Should one expect veteran principals of "old persuasions" to have different views on community participation in local school affairs than the younger principals, some of whom entered the field

through the community selection process?

Principals were classified into three categories according to the year of entry into the administrative field, as follows: 1951 to 1960, 1961 to 1970, and 1971 to 1975.

To test for significant differences in the stances on community participation in local school affairs of the principals of the three categories, the analysis of variance procedure was applied to the variables.

In inspecting the treated data, no significant F ratios were observed for difference in the mean scores of the stances of principals of the three different categories of length of service in the administrative field relative to (1) the theory of community participation in local school affairs ($F = 0.27$; $df = 2, 100$; $p > .05$), (2) the current practice of community participation in the affairs of the local schools ($F = 0.35$; $df = 2, 100$; $p > .05$), (3) the educational bases for the justification of community participation in local school affairs ($F = 0.85$; $df = 2, 100$; $p > .05$), (4) the non-educational bases for the justification of community participation in local school affairs ($F = 0.36$; $df = 2, 100$; $p > .05$), and (5) the supportive role of the School Board and central administration in the implementation of community participation in local school affairs ($F = 0.90$; $df = 2, 100$; $p > .05$). However there was a significant F ratio identified for difference in the mean scores for stances of principals relative to the crucial

role of principal in the implementation of community participation in local school affairs ($F = 3.05$; $df = 2, 100$; $p < .05$), with the 1971 to 1975 group of principals holding the highest mean score for stance.

In view of the above findings, the observation was made that the length of experience in the administrative field had some significant influence on the stances of the principals on community participation in local school affairs.

An examination of the treated data in table 86, displaying the mean scores and standard deviations of the stances on community participation in local school affairs of principals with various lengths of experience in the administrative field, pointed to some interesting findings:

1. The greatest range of disagreement among the three categories of principals was in the stances on (a) the crucial role of the principal in the implementation of community participation in local school affairs, with the 1971 to 1975 category of principals agreeing that the role of the principal was crucial, while the other principals groups remained undecided on the subject, and (b) the supportive role of the School Board and central administration in the implementation of community participation in local school affairs, with the 1971 to 1975 category of principals holding the lowest mean score for stance within the "Disagree" category of the scale.

2. The highest agreement among the three categories

of principals was in the stances on the theory and on the current practice of community participation in local school affairs, with all mean scores for stances, of all principals groups falling in the "Undecided" category of the Likert scale.

3. The 1971 to 1975 category of principals indicated agreement with the educational and non-educational bases for the justification of community participation in local school affairs, in contrast to the other principals groups that expressed indecision on the subject.

As such, the observation was made that the 1971 to 1975 category of principals, though not quite convinced on the subject of community participation in local school affairs, and very critical of the unsupportive role of the School Board and central administration in this area, appeared believing in (a) the educational and non-educational bases for the justification of community participation in local school affairs, and (b) the role of the principal as crucial in the implementation of programs of community participation in local school affairs.

Method of Principal Certification and Principal Selection Procedures

The eighth background variable examined dealt with the method of principal certification and principal selection procedures. Since the new certification procedure coincided with the new selection procedure, both were treated together. (For the definitions of the principal

certification and selection procedures see pages 40 and 41.)

Principals were separated into two categories, representing the two different methods of principal certification and principal selection procedures, the old method and the new method. The objective was to determine whether the method of principal certification and selection procedure had any significant effect on the stances of the principals relative to community participation in local school affairs. Should one expect principals, assigned under the new certification and selection procedures, based on the concept of the "new breed of principals," as former Chicago School Superintendent James F. Redmond had often stressed, to have higher mean scores for stances on community participation in local school affairs than the other principals assigned under the old method of certification and selection procedures?

To test for significant differences in the stances on community participation in local school affairs of the principals of the two identified categories, the analysis of variance procedure was applied to the variables.

An examination of the treated data showed no significant F ratios for difference in the mean scores of the stances of principals of the two categories, representing the two methods of principal certification and principal selection procedures, relative to (1) the theory of community participation in local school affairs ($F = 0.16$; $df = 1, 102$; $p > .05$), (2) the current practice of community participation in local school affairs ($F = 0.38$; $df = 1, 102$;

$p > .05$), (3) the educational bases for the justification of community participation in local school affairs ($F = 1.55$; $df = 1, 102$; $p > .05$), (4) the non-educational bases for community participation in local school affairs ($F = 0.94$; $df = 1, 102$; $p > .05$), and (5) the supportive role of the School Board and central administration in the implementation of community participation in local school affairs ($F = 1.21$; $df = 1, 102$; $p > .05$). However, there was a significant F ratio observed for difference in the mean scores of the stances of principals of the two categories under examination relative to the crucial role of the principal in the implementation of community participation in local school affairs ($F = 7.25$; $df = 1, 102$; $p < .01$), with the new method principals group holding a higher mean score for stance.

The examination of Table 87, containing data on the mean scores and standard deviations of the stances on community participation in local school affairs of the two groups of principals, corresponding to the two methods of principal certification and principal selection procedures, indicated the following:

1. Both groups of principals held mean scores for stances on the theory and on the current practice of community participation in local school affairs that indicated uncertainty.

2. The mean scores for stances of both groups of principals indicated definite disagreement with the descrip-

tion of the role of the School Board and central administration as supportive in the implementation of community participation in local school affairs.

3. Both groups of principals held mean scores for stances that indicated agreement with the non-educational bases for the justification of community participation in the affairs of the local schools.

4. The principals group of the old method category held mean scores for stances on the educational bases for the justification of community participation in local school affairs that expressed reservations, in contrast to the principals group of the new method that held mean scores for stances expressing agreement.

5. The disagreement between the two groups of principals was significant in regard to the role of the principal as crucial in the implementation of community participation in local school affairs, with the new method principals group acknowledging the role as crucial, while the old method principals group was remaining undecided on the issue.

As such, one could state that the new method group of principals, though not yet persuaded on the theory and on the current practice of participation, and critical of the unsupportive role of the School Board and central administration in this area, appeared convinced of the educational and non-educational bases for the justification of community participation in local school affairs, and of

the crucial role of the principal in the implementation of programs of community participation in local school affairs.

Aspirations for Administrative Advancement

The ninth background variable, considered for possible influence on the stances of the administrators on community participation in local school affairs, dealt with the aspirations of the administrators for administrative advancement. Since community participation in the affairs of the local schools was a current phenomenon of important dimensions and consequences, should one expect administrators with aspirations for administrative advancement to espouse the policy of participation, and to display a higher degree of acceptance of community participation in theory and in practice than those administrators that looked forward to a retirement or to a "stay put" future?

Administrators were grouped into four categories, according to the responses made in the Questionnaire instrument, as follows: (1) will remain a principal, or will remain a district superintendent, (2) would like to move higher, (3) would like to move out of the administrative field, (4) will retire in five years.

To test for significant differences in the stances on community participation in local school affairs of the administrators of the four different categories of aspirations, the analysis of variance procedure was applied to the variables.

An examination of the treated data showed no significant F ratios for difference in the mean scores of the stances of principals of the four different categories of aspirations in relation to (1) the theory of community participation in local school affairs ($F = 1.78$; $df = 4, 98$; $p > .05$), (2) the current practice of community participation in local school affairs ($F = 1.89$; $df = 4, 98$; $p > .05$), (3) the educational bases for the justification of community participation in local school affairs ($F = 1.31$; $df = 4, 98$; $p > .05$), (4) the non-educational bases for the justification of community participation in local school affairs ($F = 1.60$; $df = 4, 98$; $p > .05$), (5) the crucial role of the principal in the implementation of community participation in local school affairs ($F = 1.65$; $df = 4, 98$; $p > .05$), and (6) the supportive role of the School Board and central administration in the implementation of community participation in local school affairs ($F = 0.43$; $df = 4, 98$; $p > .05$).

There were also no significant F ratios identified for difference in the mean scores of the stances of district superintendents of the four different categories of administrative aspirations in relation to (1) the theory of community participation in local school affairs ($F = 0.00$; $df=3, 11$; $p > .05$), (2) the current practice of community participation in local school affairs ($F = 0.26$; $df = 3, 11$; $p > .05$), (3) the educational bases for the justification of community participation in the affairs of the local

schools ($F = 0.23$; $df = 3, 11$; $p > .05$), (4) the non-educational bases for the justification of community participation in the affairs of the local schools ($F = 0.10$; $df = 3, 11$; $p > .05$), (5) the crucial role of the principal in the implementation of community participation in local school affairs ($F = 0.33$; $df = 3, 11$; $p > .05$), and (6) the supportive role of the School Board and central administration in the implementation of community participation in the affairs of the local schools ($F = 0.37$; $df = 3, 11$; $p > .05$).

In view of the above findings, the observation was made that administrative aspirations and plans for the future did not appear to have any significant influence on the stances of the administrators on community participation in local school affairs.

However, an examination of table 88, containing the mean scores and the standard deviations of the stances of principals, grouped by aspirations and plans for the future, and of table 89, containing the mean scores and standard deviations of the stances on community participation in local school affairs of district superintendents, also grouped by aspirations and plans for the future, indicated the following:

1. The groups of principals indicating a desire to remain principals or to move higher displayed mean scores for stances on the theory and on the practice of community participation in local school affairs that corresponded to the "Undecided" category of the scale.

2. The groups of principals that indicated a desire to move out of the administrative field or to retire in the next five years displayed mean scores for stances on the theory and on the practice of community participation in local school affairs that showed definite disagreement.

3. All four categories of principals found the role of the School Board and central administration in the implementation of community participation in local school affairs unsupportive. Indeed, the principals group indicating a desire to move out of the administrative field found such role very unsupportive.

4. The principals group aspiring to move higher agreed with the description of the role of the principal as crucial in the implementation of community participation in local school affairs. In contrast, all other groups of principals remained undecided on the subject.

5. The principals groups indicating a desire to remain principals or to move higher displayed mean scores for stances on the educational and non-educational bases for the justification of community participation in local school affairs that indicated acceptance. In contrast, the principals groups indicating a desire to move out of the administrative field or to retire in the next five years displayed mean scores for stances that indicated indecision.

6. There were no district superintendents planning to retire in the next five years, as there were no district superintendents indicating a desire to move out of the

administrative field.

7. The group of district superintendents indicating a desire to remain district superintendents rated the role of the School Board and central administration in the implementation of community participation in local school affairs as unsupportive. In contrast, the group of district superintendents indicating a desire to move higher expressed indecision on the subject.

8. Generally, the district superintendents group aspiring to move higher held mean scores for stances on all aspects of community participation in local school affairs examined in the present study that were higher than the mean scores of stances of the district superintendents group indicating a desire to remain district superintendents.

As such, one might observe that administrative aspirations and plans for the future do influence, though not to any significant degree, the stances on community participation in local school affairs of the administrators, both principals and district superintendents.

Identified Patterns

The purpose of examining a number of demographic variables of the respondents and of the school-communities was to determine whether a pattern and/or a trend was evident between these variables and the stances of the respondents on the selected aspects of community participation in local school affairs under investigation in the present

study.

A number of observations were made in the present section on the variations in the identified stances of the respondent groups in relationship to the various background variables. Some of the observations reported were substantiated by statistical analysis techniques, such as the analysis of variance procedure and the Newman-Keuls test. Others were the result of a careful examination and comparison of the treated data by the researcher. In the following summary list only the findings substantiated by statistical analysis techniques were presented:

1. Significant differences, at the .05 level of significance, were identified in the stances of the principals and the local school council groups in each of the four racial-ethnic school classifications (Caucasian, Black, Hispanic and Integrated), (a) on the theory of community participation in local school affairs, and (b) on the educational bases for the justification of community participation in local school affairs. In all instances, the local school council leaders groups displayed higher mean scores for stances.

2. A significant difference, at the .05 level of significance, was identified in the stances of the principals and the local school council leaders groups of the Hispanic racial-ethnic school classification on the current practice of community participation in the affairs of local schools. The local school council leaders group, displaying a higher

mean score for stance, indicated satisfaction with the current participation practice, while the principals group, displaying a lower mean score for stance, indicated definite reservations on the subject.

3. No significant differences were identified, at the .05 level of significance, in the stances of the principals and the local school council leaders groups within the Caucasian, Black and Integrated racial-ethnic school classifications on the current practice of community participation in local school affairs. All groups of respondents displayed mean scores for stances that indicated either reservations or dissatisfaction with the current participation practice.

4. Significant differences, at the .05 level of significance, were identified in the stances of the principals and the local school council leaders groups of Caucasian, Hispanic, and Integrated racial-ethnic school classifications on the non-educational bases for the justification of community participation in local school affairs. The local school council leaders groups held mean scores for stances displaying a higher degree of agreement than the mean scores for stances of the principals groups.

5. No significant differences, at the .05 level of significance were identified in the stances of the principals and the local school council leaders groups of the Black racial-ethnic school classification on the non-educational bases for the justification of community participation in

local school affairs.

6. Significant differences, at the .05 level of significance, were identified in the stances of the principals and the local school council leaders groups on all aspects of community participation in local school affairs investigated in the present study. In every instance, the local school council leaders group displayed higher mean scores for stances.

7. No significant differences, at the .05 level of significance, were identified in the stances of the principals groups of the four racial-ethnic school classifications (Caucasian, Black, Hispanic, and Integrated) on any of the selected aspects of participation under investigation in the present study, except on the non-educational bases for the justification of community participation in local school affairs, where a significant difference, at the .05 level of significance, was observed in the stances of the principals groups of the Caucasian and Integrated racial-ethnic school classifications. Here the principals group of the Caucasian schools classification held a lower mean score for stance, indicating reservations on the subject, while the principals group of the Integrated schools classification held a higher mean score for stance, indicating definite agreement with the subject.

8. Significant differences, at the .05 level of significance, were identified in the stances of the local school council leaders groups as follows:

a. In the Integrated and Caucasian racial-ethnic school classifications, on the theory of community participation in local school affairs, and on the educational bases for the justification of community participation in local school affairs. (The local school council leaders group of the Integrated schools classification displayed higher mean scores for stances, indicating definite acceptance in both instances, while the local school council leaders group of the Caucasian schools classification displayed lower mean scores for stances, indicating reservations and a lesser degree of acceptance.)

b. In the Hispanic racial-ethnic school classification and each of the other racial-ethnic school classifications, on the practice of community participation in local school affairs. (The local school council leaders group of the Hispanic schools classification displayed the highest mean score for stance, indicating definite acceptance of the current participation practice, while the local school council leaders groups of all other racial-ethnic school classifications displayed mean scores for stances indicating reservations on the subject.)

c. In the Integrated racial-ethnic school classification and each of the other racial-ethnic school classifications, on the non-educational bases for the justification of community participation in

local school affairs. (The local school council leaders group of the Integrated schools classification displayed the highest mean score for stance, indicating strong agreement with the non-educational bases for the justification of community participation in the affairs of the local schools, while all other groups held mean scores for stances indicating some agreement.)

9. The most persistent disagreements (with significant differences identified at the .05 level of significance) between the stances of the principals and the stances of the local school council leaders groups, of all racial-ethnic school classifications under consideration, were found to be on the theory of community participation in local school affairs, and on the educational and non-educational bases for the justification of community participation in the affairs of the local schools.

10. The fewer disagreements (with fewer instances of significant differences at the .05 level of significance) between the stances of the principals and the stances of the local school council leaders groups, of all racial-ethnic school classifications under consideration, were found to be on the current practice of community participation in local school affairs, and on the supportive role of the School Board and central administration in the implementation of community participation in the affairs of the local schools.

In view of the findings described in entries one

through ten above, significant patterns were identified in the stances on community participation in local school affairs of the principals and the local school council leaders in relation to the racial-ethnic student composition of the school variable.

11. No significant differences, at the .05 level of significance, were identified in the mean scores for stances of principals of the three types of schools--identified as K through 6, K through 8, and regular high--on any of the aspects of community participation in local school affairs under examination in the present study. Hence, no significant patterns or trends were identified in the stances on community participation in local school affairs of the principals in relation to the type of school variable.

12. No significant differences, at the .05 level of significance, were identified in the mean scores of the stances of principals of the four socio-economic school categories--identified as high, average, low, and very low--on any of the aspects of community participation in local school affairs under examination in the present study. Hence, no significant patterns or trends were identified in the stances of the principals in relation to the socio-economic status of the school variable.

13. Significant differences, at the .05 level of significance, were identified in the mean scores of the stances of the four categories of local school-community situations--identified as uneventful, explosive, with ups-

and-downs, and constructive--on (a) the current practice of community participation in local school affairs, (b) the educational bases for the justification of community participation in local school affairs, (c) the crucial role of the principal in the implementation of community participation in the affairs of the local school, and (d) the supportive role of the School Board and central administration in the implementation of community participation in local school affairs. The principals of the constructive local school-community situation category displayed the highest mean scores for stances in each case. As such, the positive relationship identified between the constructive school-community situation category and the stances of certain groups of principals were indicative of a significant pattern.

14. No significant differences, at the .05 level of significance, were identified in the stances of the district superintendents of the four local district-community situations--identified as uneventful, explosive, with ups-and-downs, and constructive--on any of the aspects of community participation in local school affairs under examination in the present study. Hence, no significant patterns or trends were identified in the stances of the district superintendents in relation to the local district-community situation variable.

15. Significant differences, at the .05 level of significance, were identified in the mean scores of the

stances of the local school council leaders of the four local school-community situations--identified as uneventful, explosive, with ups-and-downs, and constructive--on (a) the current practice of community participation in local school affairs, and (b) the supportive role of the School Board and central administration in the implementation of community participation in local school affairs. The local school council leaders group of the constructive school-community category displayed the highest mean scores for stances in both cases. Hence, a pattern was evident between the local-school community situation variable and the stances of the local school council leaders on participation.

16. No significant differences, at the .05 level of significance, were identified in the mean scores for stances of (a) male and female principals, (b) male and female district superintendents, and (c) male and female local school council leaders on any of the aspects of community participation in local school affairs under examination in the present study. Hence, no significant patterns or trends were identified in the stances on community participation in local school affairs of the respondents in relation to the sex-of-the-respondent variable.

17. No significant differences, at the .05 level of significance, were identified in the stances of principals and district superintendents groups of the four racial-ethnic backgrounds--identified as Caucasian, Black, Hispanic, and Other--on any of the aspects of community participation

in local school affairs under investigation in the present study. Hence, no significant patterns or trends were identified in the stances on community participation in local school affairs of the principals and the district superintendents in relation to the racial-ethnic background of the respondent variable.

18. No significant differences, at the .05 level of significance, were identified in the stances of principals groups with various lengths of experience in the administrative field--identified as the 1951 to 1960, 1961 to 1970, and 1971 to 1975 lengths--on any of the aspects of community participation in local school affairs examined in the present study, except on the crucial role of the principal in the implementation of community participation in local school affairs, where a significant difference was observed, at the .05 level of significance, with the principals of the 1971 to 1975 category holding the highest mean score for stance and indicating agreement on the subject. Hence, some pattern was identified in the stances on community participation in local school affairs of the principals in relation to the years of service in the administrative field variable.

19. No significant differences, at the .05 level of significance, were identified in the mean scores for stances of the principals of the two methods of principal certification and principal selection procedure--identified as the old method and the new method--on any of the aspects of

community participation under examination in the present study, except on the crucial role of the principal in the implementation of community participation in local school affairs, where a significant difference, at the .05 level of significance, was identified, with the principals group of the new method category holding the highest mean score for stance, and indicating agreement on the subject.

Hence, some pattern was identified in the stances on community participation in local school affairs of the principals in relation to the methods of principal certification and principal selection variable.

20. No significant differences, at the .05 level of significance, were identified in the stances of principals and district superintendents of the four categories of administrators aspirations and plans for the future--identified as the (a) remain principal/remain district superintendent (b) move higher, (c) move out of the administrative field, and (d) retire in five years categories--on any aspects of community participation under investigation in the present study. As such, no significant patterns or trends were identified in the stances on community participation in local school affairs of principals and district superintendents in relation to the aspirations for administrative advancement variable.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The objectives of the present chapter were three-fold. First, the reader was provided with a summary of the substance of the study and the findings. Next, conclusions which might be derived from the study, and implications of the findings were set forth. Finally, recommendations for further research were proposed.

Summary

The Problem

The importance of the study was established (1) by the persistence of the demand for meaningful lay involvement in the affairs of the local schools, (2) by the concern for the future of the Chicago School Board's mandated program for community participation in the affairs of the local schools, and (3) by the deepening awareness and growing acknowledgement of the crucial roles (a) of the local school administrator, as a facilitator or as an obstructionist, in the implementation of any programs of community participation in the local school affairs, and (b) of the school board and central administration, as supporters of community participation in the affairs of the local schools.

Purpose of the Study

The main purposes of the study were (1) to identify the stances of selected Chicago public school principals on the theory and on the current practice of community participation in the affairs of the local schools, (2) to examine the principals' stances on the role of the principal, the School Board and central administration, and the community in the implementation of such policy, and (3) to compare each of the principals' stances to the corresponding stances of the district superintendents and local school council leaders.

Selected demographic variables of administrators and of school-communities were also examined in order to determine whether a pattern and/or a trend was evident between these variables and the stances of the respondents.

The selected demographic variables were the following:

- (a) Racial-ethnic composition of the school
- (b) Type of school--K to 6, K to 8, regular high
- (c) Socio-economic status of the school
- (d) History of local school-community situation, and district-community situation
- (e) Sex of the respondents
- (f) Racial-ethnic background of the administrators
- (g) Years of service in the administrative field
- (h) Method of principal certification and principal selection procedures
- (i) Aspirations for administrative advancement

The cognitions and assessments of principals, recognized as most significant field practitioners in the implementation of community participation in local school affairs, were regarded to represent most cogent areas of inquiry in realizing effective and efficient school community relations. Such information was to provide helpful insights into the principals' impact on the implementation of the participation policy, as well as into the possible causes of negative impact.

The investigation of the stances of the district superintendents and of the local school council leaders promised to furnish further insights into the subject of community participation in local school affairs, by identifying and analyzing the contextual climate in which principals operated, specifically by assessing (1) the way superintendents and local school council leaders--as the significant others--viewed community participation in local school affairs in theory and in practice, and (2) the way superintendents and local school council leaders evaluated the roles of the principal, the School Board and central administration, and the local community in the implementation of a policy of community participation in the affairs of the local schools.

Recognizing that a high degree of agreement among the participants on the major premises of a policy was essential for the successful implementation of such a policy, any dichostasy among the three groups of respondents on the

theory and practice of community participation, and on the roles of the administrator, the School Board, and the community in the implementation of community participation in local school affairs, would be indicative of the existence of conflict among the three significant groups--a conflict of either an overt or a covert nature. The identification of conflict and the possible sources of conflict were expected to provide assistance in gaining new insights for the promotion of more positive interactions in the area of community participation in local school affairs among the three significant groups.

The findings were also expected to provide important feedback to the School System's policy makers in the charting of subsequent action, on the bases of the identified conditions, needs, assessments, and expectations. Another expectation was that the findings of the study would be used as reference points by school boards, or higher institutions, in the planning of pre-service and in-service professional programs in the area of community involvement in local school affairs, which would be more relevant and beneficial if planned on the basis of real conditions, needs, and expectations.

Lastly, the expectation was that the findings of the study might have a beneficial impact on the administrators, both practicing and aspiring, who would be better able to assess personal stands, and might serve as a guide to principals of more traditional orientations, as well as to the fast-moving, eager advocates of greater community involve-

ment in the affairs of the local school.

The Hypotheses

Six hypotheses were developed in order to test the stances of principals, district superintendents, and local school council leaders on the theory and on the current practice of community participation in local school affairs, and on the roles of the principal, the School Board and central administration, and the local community in the implementation of the participation policy:

1. In their stances regarding the theory of community participation in the affairs of the local school, there will be a significant difference among principals, district superintendents, and local school council leaders.
2. In their assessments of the workability of local school councils in the practice of community participation in local school affairs, there will be a significant difference among principals, district superintendents, and local school council leaders.
3. There will be a significant difference between (1) the principals' stance on the theory and their stance on the current practice of community participation in local school affairs, (2) the district superintendents' stance on the theory and their stance on the current practice of community participation in local school affairs, and (3) the local school council leaders' stance on the theory and their stance on the current practice of community participation in local school affairs.
4. There will be a significant difference among principals, district superintendents, and local school council leaders regarding the bases on which they accept or reject community participation in local school affairs.
5. In their assessments of the principal's crucial role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among prin-

cipals, district superintendents, and local school council leaders.

6. In their assessments of the Chicago School Board's and the central administration's supportive role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.

The Procedure

The study consisted of the following phases:

- (1) the review of the related literature and professional research; (2) the design of the study, and the development, validation, and distribution of the Questionnaire instrument; (3) the conduct of the interviews with a representative sample of respondents; (4) the analysis of the data--utilizing (a) one and two way analyses of variance procedures for unequal cell frequencies, (b) analysis of variance with one repeated measure, and (c) the Newman-Keuls method; and (5) the drawing of conclusions and recommendations. A .05 level of significance was used for all analyses of the study.

The Questionnaire of the study was mailed (1) to 128 randomly selected Chicago public school principals, (2) to 128 local school council leaders, drawn from the school communities of the selected school principals, and (3) to all 25 district superintendents of the Chicago Public School System. There was an 81 percent Questionnaire return from principals, a 69 percent return from district superintendents, and a 55 percent return from local school

council leaders. Consequently, the final sample contained 104 principals, 63 local school council leaders, and 16 district superintendents.

As previously stated, the findings reported in the present study were generalized only to the district making up the population of this research, namely Chicago. To the extent that other large cities contained characteristics similar to those of the Chicago sample, the findings might be applicable to them.

Major Findings

Hypothesis One

In their stances regarding the theory of community participation in the affairs of the local school, there will be a significant difference among principals, district superintendents, and local school council leaders.

The analysis of variance procedure indicated a significant difference, at the .01 level of significance, in the stances of the respondent groups on the theory of community participation in the affairs of the local school. As such, Hypothesis One was accepted.

The Newman-Keuls test applied to the data indicated that the differences were significant between the stances of the local school council leaders group and each of the two administrators groups. However, no significant difference was identified between the stances of the principals group and the district superintendents group.

In regard to the four sub-areas of school affairs examined, namely, Personnel, Curriculum, Policies and

Procedures, and Finance, the analysis of variance procedure identified significant differences, at the .01 level of significance, in the stances of the respondent groups in each of the four sub-areas. Such findings supported Hypothesis One.

The Newman-Keuls test applied to the data indicated that there were significant differences in the stances of the local school council leaders and the principals groups in each of the sub-areas of participation, while the differences in the stances of the local school council leaders and the district superintendents groups were significant only in the sub-areas of Personnel and Finance. No significant differences were identified in the stances of the principals and the district superintendents groups in any of the four sub-areas of possible participation examined.

The significant difference in the stances of the principals and the local school council leaders groups on the theory of community participation in local school affairs was found to persist even when the stances of the respondents were analyzed in relation to the racial-ethnic student composition of the school variable.

Besides the lack of significant differences in the stances of the two professional groups on the theory of community participation in local school affairs, and the evidence of significant differences in the stances of the local school council leaders group and each of the professional groups, treated data revealed that the local school

council leaders group displayed a general acceptance at the theoretical level of the notion of community participation in local school affairs, with all mean scores corresponding to the "Agree" category of the Likert scale, while the principals and district superintendents groups displayed a lack of acceptance and reservations, with mean scores for stances corresponding to the "Disagree" and "Undecided" categories of the Likert scale. Of importance was the finding showing that of the two professional groups, the principals group displayed consistently lower mean scores for stances on the theory of participation.

There were also significant differences revealed in the mean scores for stances in the four sub-areas of participation within each of the principals and district superintendents groups--though such differences were contained within the boundaries of the "Disagree" and "Undecided" categories of the Likert scale--with the lowest mean score for stance, for both groups of administrators, in the sub-area of Personnel, and the highest mean score for stance in the sub-area of Finance.

The relatively high cohesiveness of the stances, within each of the three respondent groups, displayed through the small standard deviations, was verified through the various analyses of the stances of each of the respondent groups in relation to the selected nine background variables. Such analyses, identifying no significant differences, at the .05 level of significance, in the

stances of the sub-groups, within the same respondent group category, on the theory of community participation in local school affairs, pointed not only to a lack of influence of the background variables on the stances of the respondents, but to the high cohesiveness and consistency of the stances within each of the three respondent groups under study.

Hypothesis Two

In their assessments of the workability of local school councils in the practice of community participation in local school affairs, there will be a significant difference among principals, district superintendents, and local school council leaders.

The analysis of variance procedure applied to the variables indicated a significant difference, at the .01 level of significance, in the stances of the respondent groups on the current practice of community participation in local school affairs. As such, Hypothesis Two was accepted.

The Newman-Keuls test applied to the data indicated that the differences were significant between the stances of the local school council leaders group, and each of the two administrators groups. However, no significant difference was identified between the stances of the principals and the district superintendents groups.

In regard to the six components of the participation practice examined in the present study, the analysis of variance procedure identified significant differences, at the .01 level of significance, in the stances of the respondent

groups relative to the Operation, Accomplishments, Firmness, and Future-with-Increase components. No significant differences were identified in the stances of the respondent groups relative to the Structure and the Future-as-Present components, thus pointing to some agreement in the stances of the respondents in the components of the participation practice.

The Newman-Keuls test applied to the data, following the significant F ratios, identified significant differences in the stances of the local school council leaders group and each of the two groups of administrators in each of the four components of the participation practice mentioned above. No significant differences were identified in the stances of the principals and the district superintendents groups in any of the six components of the participation practice.

The significant difference in the stances of the principals and the local school council leaders groups on the current practice of community participation in local school affairs was found to remain significant even when the stances of the respondent groups were analyzed in relation to the racial-ethnic student composition of the school as a background variable.

Besides the lack of significant differences in the stances of the two professional groups on the total participation practice and on each of the six components of the practice, and the evidence of significant differences be-

tween the local school council leaders group and each of the two professional groups on the total current participation practice and on most of the components of the practice, treated data revealed the following: (1) all respondent groups displayed low mean scores for stances on the total current participation practice--no mean score for stance reached the "Agree" category; (2) the local school council leaders group held consistently higher mean scores for stances than the two professional groups, thus indicating acceptance on all components of the participation practice, except on the Structure and Accomplishments components where they expressed some reservations; (3) the two professional groups expressed both lack of satisfaction and reservations regarding the components of the current participation practice.

The relatively high cohesiveness of the stances within each of the three respondent groups, displayed through the small standard deviations, was verified through the various analyses of the stances of each of the respondent groups in relation to the selected nine background variables. Such analyses, where applied, generally identifying no significant differences (an exception was in the case of the local school-community situation within the principals group), at the .05 level of significance, in the stances of the sub-groups, within the same respondent group category, on the current practice of community participation in local school affairs, pointed not only to a lack of

influence of the background variables on the stances of the respondents, but to a high cohesiveness and consistency of the stances within each of the three respondent groups under study.

Hypothesis Three

There will be a significant difference between (1) the principals' stance on the theory and their stance on the current practice of community participation in local school affairs, (2) the district superintendents' stance on the theory and their stance on the current practice of community participation in local school affairs, and (3) the local school council leaders' stance on the theory and their stance on the current practice of community participation in local school affairs.

The analysis of variance procedure applied to the variables indicated no significant differences, at the .05 level of significance, in the stances of the principals group, and in the stances of the district superintendents group. However, a significant difference, at the .01 level of significance, was identified in the stances of the local school council leaders group. As such, only part three of Hypothesis Three was accepted.

Treated data revealed that the principals group, compared to all other groups, had the lowest mean scores for stances on both the theory and the current practice of participation, held the smallest standard deviations, and displayed a total absence of any difference between the stance on theory and the stance on the current practice of participation. Such findings were indicative (a) of a high consistency between the principals' stance on the theory

and the principals' stance on the current practice of participation, (b) of a great cohesiveness within the group in regard to both the stance on the theory and the stance on the current practice of participation, and (c) of a lack of definite agreement with either the theory or the current practice of community participation in the affairs of the local schools.

The treated data also revealed that the district superintendents groups held mean scores for stances on the theory and on the current practice of participation that were close to the mean scores for stances of the principals group, both corresponding to the "Undecided" category of the Likert scale, and displayed no significant difference in the mean scores for stances on the theory and on the current practice of participation. Such findings indicated (a) a consistency between the district superintendents' stance on the theory and the district superintendents' stance on the current practice of participation, (b) a high cohesiveness within the group in regard to both the stance on the theory and the stance on the current practice of participation, and (c) a lack of definite agreement with either the theory or the current practice of community participation in local school affairs.

Finally, the treated data revealed that the local school council leaders group, compared to the other groups, held the highest mean scores for stances on both the theory and the current practice of participation, and was the only

group showing a significant difference in the mean scores for stances on the theory and on the current practice of participation. The lower mean score for stance on the practice, indicating the respondents' reservations in this area, came in contrast with the higher mean score of the stance on the theory, indicating the respondents' acceptance. Such difference pointed to a discrepancy between the group's stances on theory and on practice.

Hypothesis Four

There will be a significant difference among principals, district superintendents, and local school council leaders regarding the bases on which they accept or reject community participation in local school affairs.

The analysis of variance procedure applied to the variables indicated a significant difference, at the .01 level of significance, in the stances of the respondent groups regarding the Overall bases for the justification of community participation in local school affairs. As such, Hypothesis Four was accepted.

The Newman-Keuls test applied to the data indicated that the differences were significant between the stances of the local school council leaders group and each of the two school administrators groups. However, no significant difference was identified in the stances of the principals and district superintendents groups.

In regard to the two identified sub-areas of Educational and Non-Educational bases, the analysis of variance

procedure identified significant differences, at the .01 level of significance, in the stances of the three respondent groups within each of the sub-areas. Such findings supported Hypothesis Four.

The Newman-Keuls test applied to the data identified significant differences in the stances of the local school council leaders group and each of the two groups of school administrators in each of the sub-areas. However, no significant differences were identified in the stances of the principals and district superintendents in either of the two sub-areas.

The significant differences in the stances of the principals and the local school council leaders groups on the Educational and Non-Educational bases for the justification of community participation in local school affairs were found to remain significant even when the stances of the respondent groups were analyzed in relation to the racial-ethnic student composition of the school as a background variable.

Besides the evidence of significant differences in the stances of the local school council leaders group and each of the two professional groups on the bases--Educational, Non-Educational, and Overall--for the justification of community participation in local school affairs, and the lack of significant differences in the stances of the two professional groups in all three instances, treated data revealed the following: (1) all respondent groups, in each

one of the areas examined, displayed mean scores for stances on the bases for the justification of community participation in local school affairs that corresponded to the "Agree" and "Strongly Agree" categories of the Likert scale, with the local school council leaders group holding the highest mean scores for stances in every instance, while the principals group held the lowest mean scores for stances; (2) all standard deviations indicated low variability in the stances on the bases for the justification of community participation in local school affairs within each of the respondent groups.

The relatively high cohesiveness of the stances within each of the three respondent groups in every instance, displayed through the small standard deviations, was also verified through the various analyses of the stances of each of the respondent groups in relation to the selected nine background variables. Such analyses, where applied, identifying no significant differences, at the .05 level of significance, in the stances of the sub-groups within the same respondents group category on the bases for the justification of community participation in local school affairs, pointed not only to a lack of influence of the background variables on the stances of the respondents, but also to a high cohesiveness and consistency of the stances within each of the three respondent groups under study.

Hypothesis Five

In their assessments of the principal's crucial role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.

The analysis of variance procedure applied to the variables indicated a significant difference, at the .05 level of significance, in the stances of the respondent groups regarding the crucial role of the principal in the implementation of community participation in local school affairs. As such, Hypothesis Five was accepted.

Treated data revealed that the local school council leaders group held the highest mean score for stance on the crucial role of the principal in the implementation of community participation in local school affairs, corresponding to the "Agree" category of the Likert scale, while the principals themselves held the lowest mean score for stance, corresponding to the "Undecided" category of the scale. The district superintendents' mean score for stance, also corresponding to the "Undecided" category of the scale, was closer to the principals' mean score for stance than to the local school council leaders' score. The small standard deviations for all three groups were indicative of the small variability of the stances on the crucial role of the principal in the participation practice within each one of the respondent groups.

The significant difference in the stances of the

principals and the local school council leaders groups on the crucial role of the principal in the implementation of programs of community participation in local school affairs, was found to remain significant even when the stances of the respondent groups were analyzed in relation to the racial-ethnic student composition of the school variable.

The relatively high cohesiveness of the stances within each of the three respondent groups, displayed through the small standard deviations, was verified through most of the analyses of the stances of each of the respondent groups in relation to the selected background variables. However, in the consideration of three of the background variables examined--namely, (a) the history of local school-community situation, (b) the years of service in the administrative field, and (c) the method of principal certification and selection procedure--the up to this point identified high cohesiveness among the stances of the principals sub-groups in relation to the background variables was disturbed, with the principals of the constructive category, the 1971 to 1975 category, and the new-method category displaying higher mean scores for stances, and differing significantly, at the .05 level of significance, from the other sub-groups of principals in the respective categories.

Hypothesis Six

In their assessments of the Chicago School Board's and the central administration's supportive role in the implementation of the policy of community participation in the affairs of the local schools,

there will be a significant difference among principals, district superintendents, and local school council leaders.

The analysis of variance procedure applied to the variables indicated a significant difference, at the .05 level of significance, in the stances of the three respondent groups regarding the supportive role of the School Board and central administration in the implementation of community participation in local school affairs. As such, Hypothesis Six was accepted.

Treated data revealed that the local school council leaders group held the highest mean score for stance on the supportive role of the School Board and central administration, corresponding to the "Undecided" category of the Likert scale, while the principals and the district superintendents groups held lower mean scores for stances, both corresponding to the "Disagree" category of the scale.

Treated data also revealed that of all areas of participation examined, all respondent groups were observed to hold the lowest mean scores for stances on the supportive role of the School Board and central administration in the implementation of community participation in local school affairs. Moreover, the repeatedly verified existence of significant differences between the stances of the local school council leaders group and each of the two groups of administrators reached the lowest point in the consideration by the respondent groups of the supportive role of the School Board and central administration in the implementa-

tion of community participation in local school affairs.

The relatively high cohesiveness of the stances within each of the respondent groups, displayed through the small standard deviations, was also verified through the various analyses of the stances of each of the respondent groups in relation to the nine selected background variables. Such analyses, identifying no significant differences, at the .05 level of significance, in the stances of the sub-groups within the same respondent group category (in all but one instance, in the history of local school-community situation, where the principals sub-group of the constructive category differed significantly from the other sub-groups of principals), on the supportive role of the School Board and central administration in the implementation of community participation in local school affairs, pointed not only to a general lack of influence of the background variables on the stances of the respondents, but to a high cohesiveness and consistency of the stances within each of the three respondent groups.

Conclusions

The present study identified, analyzed and compared the stances of principals, district superintendents, and local school council leaders on selected aspects of community participation in local school affairs. From the analysis of the data collected, a number of conclusions were drawn:

1. Local school council leaders displayed a

general acceptance of the concept of community participation in local school affairs at the level of theory.

2. Principals and district superintendents were in agreement in their general lack of acceptance of the concept of community participation in local school affairs at the level of theory.

3. The agreement between principals and district superintendents, regarding community participation in local school affairs at the level of theory, persisted when the stances of these groups on community participation in local school affairs were examined in relationship to the four sub-areas of Personnel, Curriculum, Policies and Procedures, and Finance.

4. There were pronounced disagreements regarding community participation in local school affairs at the level of theory between the professional and community groups. Such disagreements persisted when the stances of the respondents on the theory of community participation in local school affairs were examined in relationship to the four sub-areas of Personnel, Curriculum, Policies and Procedures, and Finance.

5. All respondent groups--principals, district superintendents, and local school council leaders--judged the overall effectiveness of the current practice of community participation in local school affairs as less than satisfactory, with the administrators groups giving much lower ratings.

6. The agreement between principals and district superintendents groups, regarding the evaluation of the current practice of community participation in local school affairs as less than effective, persisted when the stances of the respondent groups were examined in relationship to the six components of the current participation practice.

7. Local school council leaders, though judging the overall effectiveness of the current participation practice as less than satisfactory, showed definite satisfaction with some of the components of the participation practice, particularly with the Operation and Firmness-of-Practice components.

8. School administrators groups were consistent in expressing uncertainty and reservations regarding the value of community participation in local school affairs, both at the level of theory and at the level of practice. Such consistency pointed to firmness and solidarity in the school administrators' assessments of community participation in local school affairs.

9. Principals and district superintendents preferred community participation in local school affairs to be limited in scope and supportive of the efforts of the administrator and the school.

10. Local school council leaders preferred community participation in local school affairs to be much broader than what the administrators had in mind, or the current practice had established.

11. Principals and district superintendents appeared to accept the bases (the non-educational more so than the educational), for the justification of community participation in local school affairs.

12. The local school council leaders accepted the bases for the justification of community participation in local school affairs to a much higher degree (and the educational more so than the non-educational), than the two groups of school administrators.

13. Principals and district superintendents held similar stances on the crucial role of the principal in the implementation of community participation in local school affairs, both groups expressing reservations regarding the assessment of the principal's role as crucial.

14. The local school council leaders were totally convinced that the role of the principal in the implementation of community participation in local school affairs was crucial.

15. Principals and district superintendents held similar stances on the supportive role of the School Board and central administration in the implementation of community participation in local school affairs, both groups of school administrators assessing such support as unsatisfactory.

16. The local school council leaders expressed uncertainty and reservations regarding the assessment of the role of the School Board and central administration in the

implementation of community participation in local school affairs as supportive. Indeed, the mean score for the local school council leaders' stance in this aspect of participation was by far the lowest of all the group's mean scores for stances on all aspects of participation examined in the present study.

In conclusion, research findings relative to the stances of the respondent groups on the various aspects of community participation in local school affairs had revealed not only unpersuaded participants, but also the existence of serious dissension in the stances of the participant groups on community participation in local school affairs. An additional deterrent appeared to be the high solidarity in the stances of the respondent groups.

As explained earlier, a high degree of agreement among participant groups on the major premises of the participation policy was seen as essential for the successful implementation of such policy, while the identification of any dichostasy among the participant groups would be indicative of the presence of conflict (a conflict of either an overt or a covert nature), which would adversely affect the implementation of the participation policy.

In view, then, of the identified dichostasy between the stances of the school administrators and the local school council leaders on community participation

in local school affairs, and the definite reservations of the school administrators for community participation in the affairs of the local schools, the conclusion was drawn that meaningful community participation in the local public schools of Chicago, the way the proponents of the participation practice envisioned it, appeared to have little chance for survival, let alone success.

Assuming that the Chicago School Board had real intentions to achieve meaningful community participation in the Chicago public schools, a great deal more had to be invested in such an effort than a policy and a set of guidelines of doubtful value. Indeed, the task of persuading the unpersuaded seemed to require prominent and immediate consideration.

Implications of Findings

Analysis of the data of the study highlighted the fact that school administrators and local school council leaders held differing stances regarding the theory of community participation in local school affairs. Such divergence in the respondents' stands might have been the result of a communication gap among the participant groups, or it might have been the natural consequence of dissimilar motivations and expectations. A clear knowledge of the circumstances, as well as the reasons, for the respondents' stances would be most essential if measures were to be undertaken for the elimination of the identified dichostasy in the stances

of the respondent groups on community participation in local school affairs at the theoretical level.

Examination of the treated data revealed that the school administrators groups, compared to the community group, held lower mean scores for stances on both the theory and the current practice of community participation in local school affairs, had smaller standard deviations, and displayed no significant differences between the stances on the theory and the stances on the current practice of community participation in local school affairs. Such findings would seem to indicate (1) a consistency between the administrators' stances on the theory and the administrators' stances on the current practice of participation, (2) a high cohesiveness within each group regarding the stance on the theory and the stance on the current participation practice, (3) a lack of definite acceptance of community participation in local school affairs, either at the level of theory or at the level of practice, and (4) a dissension in the stances on community participation in local school affairs between the school administrators and the local school council leaders groups. Awareness of the existence of dissension in the stances of the participant agents, as well as of the degree of intensity of the participants' persuasions regarding community participation in local school affairs would be most beneficial in the charting of any plans or action

to bring about desired change.

The observed consistency of similar stances of district superintendents and unit administrators, on all aspects of community participation in local school affairs examined in the present study, might have been (1) the result of a common 'educational' perspective shared by educational administrators, (2) the effect of a loyalty to ideas among educators, (3) the possible consequence of the given selection procedures of administrators--procedures that had stressed, through intension or omission, a particular stance on community participation in local school affairs--and/or (4) the result of accurate judgments by administrators groups of current conditions and practices. A correct identification of the background reasons affecting the administrators' stances on community participation in local school affairs would be most useful in providing a better foundation for the charting of subsequent action, whether such action was to aim at an increase or a reduction of community participation in local school affairs.

Analysis of the data indicated that all respondent groups judged the overall effectiveness of the current practice of community participation in local school affairs as less than effective, with the administrators groups submitting much lower ratings than the local school council leaders group. The acknowledged lack of effective-

ness, as well as the variability in the ratings of the respondent groups, of the current practice of community participation in local school affairs could have been related (1) to an absence of clearly defined and measurable objectives, (2) to an evaluation process that was ineffective, (3) to variable types or degrees of commitment to the programs of community participation in local school affairs by the various groups of respondents, (4) to dissimilar definitions of crucial concepts and terms, such as participation and community, and/or (5) to a truly poor and ineffective practice. Such variables, influencing the reported lack of effectiveness of the current participation practice, might be as important as the acknowledged lack of effectiveness since they would help ascertain the accuracy and the value of the judgments of the respondents.

Of considerable significance was the research evidence showing that the stances of the two administrators groups, although not indicative of an adequate acceptance of community participation in local school affairs at either the level of theory or the level of practice, did suggest a state of mind which, though highly reserved, was not entirely closed. Such finding ought to be of special significance to a school board which acknowledged the crucial role of the principal in the successful implementation of community participation in local

school affairs, and whose goal was the genuine implementation of community participation in the affairs of the local school. As such, a school board would act wisely in investing all necessary efforts and resources to investigate the reasons behind the reserved stances of the administrators groups regarding community participation in local school affairs, and hence to develop a plan for the implementation of community participation in the affairs of the local school that had as objectives, among others, (1) the modification of school administrators' stances on community participation in local school affairs, (2) the serious consideration of the school administrators' concerns, and (3) the incorporation of school administrators' recommendations in any plans for community participation in local school affairs.

Of importance was the finding pointing to pronounced differences between the stances of the administrators groups and the stances of the community groups on components of the participation practice. Such divergence in the respondent groups' stances would seem to suggest definite variability in the standards of evaluation, as well as in the motivations and expectations of the respondent groups. Perhaps the variability was the result of a combination of knowledge--or a lack of it--and wishfulness on the part of the respondent groups. Whatever the reasons, the need of an efficient and effective

evaluation process appeared to be most essential.

The less than favorable impact on the current participation practice by unpersuaded, often negative, participants, as well as by the conflict arising as a result of the dissension in the stances of the participant groups, could be easily inferred. The limited chances that community participation in local school affairs had for survival, let alone success, in such an uncontributive environment could be readily ascertained. The research evidence showing that the administrators groups, charged more directly with the responsibility of the implementation of the policy of community participation in local school affairs, were identified as the least persuaded and the most critical of all groups regarding the ineffectiveness of the current participation practice, and the inefficiency of the Local School Council, as the model for participation, added to the discouraging prospects for success of the current efforts for community participation in the affairs of the local schools.

Assuming that the Chicago School Board had a strong desire, as well as a real commitment, to see the practice of community participation in the affairs of the local school succeed, a great deal more than good intentions and protestations (no matter how eloquently presented), and a set of directives of questionable value (though repeatedly revised), had to be invested, specifically,

in the improvement of the Structure and Operation components of the current participation practice. Towards such end, the School Board would act wisely in securing the cooperation of the school administrators by making all necessary provisions (1) to cultivate badly needed administrative expertise in this area, (2) to secure adequate administrative time for the implementation of community participation in local school affairs, and (3) to provide competent, supportive, and continuous leadership in this area.

Analysis of the data examining the stances of the respondent groups on the bases for the justification of community participation in local school affairs highlighted the fact that the two professional groups of school administrators held much higher mean scores for stances on the justification for community participation than on the theory or practice of participation. In other words, the administrators groups seemed to be accepting the bases that justified community participation in local school affairs, while at the same time they were expressing stands indicating uncertainty regarding (1) the righteousness of community participation in local school affairs at the level of theory, and (2) the value of participation at the level of practice. Such findings pointed to a discrepancy between the administrators' protestations and the administrators' beliefs, a discrepancy that lost some of its intensity only in the definition of community participation

by the administrators as "supportive, understanding and confined,"--a much tamer definition of participation than what the local school council leaders had in mind. Another explanation could be that the higher stances of the bases for participation were influenced by the almost spontaneous response of people to claim adherence to lofty humanitarian and democratic principles. A third explanation might be found in the difficulty of translating into satisfactorily workable practice such lofty ideals as those expressed in the statements of the bases for the justification of community participation in local school affairs--hence the discrepancy between the ideal and the real. /

Regardless of the explanations for the higher scores and the discrepancies between scores, a definite hope was seen in the positive stances of the respondent groups on the bases for the justification of community participation in local school affairs. The acceptance of the premises for community participation by the participants seemed to form sound foundations upon which school systems would be able to plan and build effective structures towards the goal of community participation in the affairs of the local schools.

Of considerable significance was the research evidence showing that the professional school administrators accepted community participation in local school affairs on non-educational grounds to a higher degree than on

educational grounds, while the local school council leaders accepted community participation in local school affairs on educational grounds to a higher degree than on non-educational grounds. A possible explanation could be found in the fact that the movement for community participation in local school affairs did not originate within the school organization, hence the administrators' higher acceptance of its non-educational value. On the other hand, the educational grounds would seem to have greater emotional appeal to community groups since the child appeared to be the recipient of all benefits.

Analysis of data regarding the crucial role of the principal in the implementation of community participation in local school affairs had revealed not only uncertain participants, but also the existence of serious dissension in the stances of the respondent groups. The local school council leaders saw the principals as having definite power to affect the implementation of community participation in local school affairs, while the administrators judged the principal's powers in this area as much less decisive. The reservations of the administrators might be explained (1) with the new consciousness overwhelming school administrators of the changing role of the principal, with diminishing "automatic" position authority, and (2) with the increasing awareness of a great number of possible factors, beyond the principal's

control, that might play a most decisive role in the implementation of community participation in the affairs of the local school. The definite acknowledgement of the role of the principal as crucial in the implementation of the participation policy by the local school council leaders group might be explained with the possibility that the local school administrator's diminishing power had not been perceptible by the general public, which was not quite aware of the constraints of the System and the Teachers Union, and of the growing demands on the role and on the potential expertise of the local school administrator.

Any school system claiming to be genuinely interested in the successful implementation of community participation in local school affairs should investigate carefully such an area of disagreement, for the purpose of developing appropriate ways and means that would either provide the principals with the authority and expertise required, or would educate the community people of the limitations in the principals' powers and realm of authority.

Research data also revealed that all respondent groups concurred that the role of the School Board and central administration in the implementation of community participation in local school affairs had not been satisfactorily supportive. Dissatisfaction with the role

of the School Board and central administration in the implementation of community participation could be explained in a number of ways, such as: (1) the possibly dubious motives that had led to the adoption of the policy of community participation in local school affairs, (2) the possible absence of real intentions by the School Board and central administration to see community participation in local school affairs succeed, (3) the show of partiality and responsiveness by the School Board and central administration for the "loudest" community demands, thus undermining and negating both local administrative authority and proper procedure, (4) the insensitivity of the School Board and central administration for the complications and unsettling consequences of a policy of community participation in local school affairs inadequately or improperly implemented, (5) the lack of the School Board's provisions for appropriate training of all participant agents, and (6) the confusing guidelines for the implementation of the policy of community participation in local school affairs.

Dissatisfaction with the role of the School Board and central administration might also have been the result of a lack of effective internal communication. That is, the intentions of the School Board and central administration could have been supportive, but the respondents were not adequately informed as to the measures and strategies intended.

In the low ratings of the support of the School Board and central administration in the implementation of community participation in local school affairs by all respondent groups, the message of discontent was more than clear, as was also the message of higher expectations for greater School Board support in this area. The call was for definite assistance. The demand was for expert leadership and for concrete proof of commitment. The need for in-service training that was well-planned, widespread, and continuous seemed very urgent, indeed.

Recommendations for Further Research

The writer has been impressed with the findings of the study, and with the honesty of the respondents. It appeared that the school administrators were trying to communicate something very important in their reservations of community participation in local school affairs.

Should one look inside the administrators group for the potential improvement of community participation in local school affairs? Should one direct his concern towards the School Board for the needed improvement? Or should one re-evaluate the total idea of community participation in local school affairs?

A great deal of research is needed, particularly in the evaluation of community participation in local school affairs in terms of concrete benefits in the education of the students, as well as in the problems that

administrators encounter in the implementation of community participation in local school affairs.

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APPENDIX A

BOARD OF EDUCATION

CITY OF CHICAGO

228 NORTH LASALLE STREET

CHICAGO, ILLINOIS 60601

TELEPHONE 641-4141

Joseph P. Hannon

GENERAL SUPERINTENDENT OF SCHOOLS

MANFORD BYRD, JR.
DEPUTY SUPERINTENDENT OF SCHOOLS
TELEPHONE 641-4455

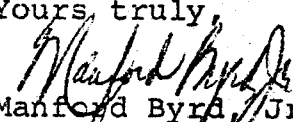
October 16, 1975

Dear Mrs. Mikros:

Your dissertation proposal submitted to my office recently has been reviewed by appropriate members of staff.

You may proceed with the implementation of your study, recognizing that any participation on the part of district superintendents or principals is voluntary dependent upon their available time and interest.

Yours, truly,


Manford Byrd, Jr.

Deputy Superintendent of Schools

MB:RZ:c

Mrs. Mary Mikros
175 East Delaware Place
Chicago, Illinois 60611

October 24, 1975

Dear Colleague,

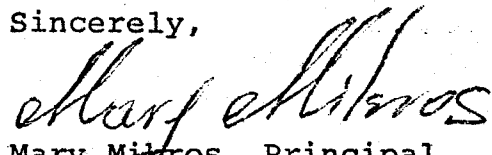
I N E E D Y O U R H E L P !

I am writing my dissertation at Loyola University and the attached QUESTIONNAIRE is of the greatest importance to my study, since I am trying to get as near to a "perfect survey" as possible. This would mean getting a reply from everyone who received this questionnaire. As you can imagine, I would be most grateful for your cooperation.

Please insert the completed questionnaire in the enclosed envelope and return by November 15, 1975.

I would like to take this opportunity to thank you warmly for your professional interest and commitment to support a colleague.

Sincerely,


Mary Mikros, Principal
Plamondon School

Enclosure

November 30, 1975

Dear Colleague,


I N E E D Y O U R H E L P !

I am writing my dissertation at Loyola University and the attached QUESTIONNAIRE is of the greatest importance to my study, since I am trying to get as near to a "perfect survey" as possible. This would mean getting a reply from everyone who received this questionnaire. As you can imagine, I would be most grateful for your cooperation.

Please insert the completed questionnaire into the enclosed envelope and return by December 15, 1975.

I would like to take this opportunity to thank you warmly for your professional interest and commitment to support a colleague.

Sincerely,



Mary Mikros, Principal
Plamondon School

Enclosure

P.S. Will you please see to it that your local school council chairman or president receives the Questionnaire materials enclosed in your envelope but addressed to him/her? Thank you.

November 30, 1975

Dear Local School Council President,

I N E E D Y O U R H E L P ! !

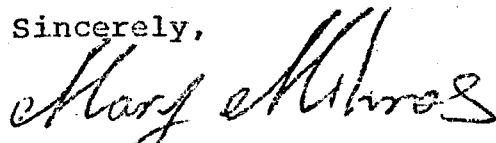
I am writing my dissertation at Loyola University and the attached QUESTIONNAIRE is of the greatest importance to my study, since I am trying to get as near to a "perfect survey" as possible. This would mean getting a reply from everyone who received this questionnaire. As you can imagine, I would be most grateful to you for your cooperation.

I would like you to know that I am conducting this research with the approval of the Chicago Board of Education.

Please insert the completed questionnaire into the enclosed envelope and return by December 15, 1975.

May I take this opportunity to thank you warmly for your interest and commitment to the Chicago Schools and to my effort to investigate an important area.

Sincerely,



Mary Mikros, Principal
Plamondon School

Enclosure

October 24, 1975

DEAR RESPONDENT:

YOUR NAME WAS DRAWN IN A SCIENTIFICALLY SELECTED SAMPLE.

I WOULD LIKE TO STATE HERE THAT THE CONFIDENTIALITY OF YOUR RESPONSES IS ASSURED, AND YOUR ANONYMITY AS AN INDIVIDUAL IS PROTECTED. YOU WILL NOT, UNDER ANY CIRCUMSTANCES, BE INDIVIDUALLY IDENTIFIED.

THE ANONYMITY OF THIS MATTER IS BEING STRESSED BOTH TO FOLLOW ETHICAL PROCEDURES AND TO RELIEVE YOU OF ANY PRESSURE TO BIAS YOUR RESPONSES.

THANK YOU FOR YOUR COOPERATION.



MARY MIKROS, RESEARCHER

I M P O R T A N T N O T I C E: NO COPIES OF ANY KIND MAY BE MADE OF THE ATTACHED QUESTIONNAIRE WITHOUT THE WRITTEN APPROVAL OF MARY MIKROS.

COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Copyright Mary Mikros 1975

The purpose of this questionnaire is to let you express your ideas on community participation, as you perceive it in theory and as you judge it in practice.

The questionnaire contains two sections. Please answer both sections.

SECTION ONE

D i r e c t i o n s: Please read each item carefully. Indicate as follows the response which most closely corresponds to the way which you personally feel:

Circle SD if you strongly disagree
 Circle D if you disagree
 Circle U if you are undecided
 Circle A if you agree
 Circle SA if you strongly agree

I urge you to be completely honest in your answers. There are no right or wrong answers. Of greatest usefulness is your honest reaction to each entry.

Part One

Parents and communities have a right and a responsibility to actively participate in the affairs of their local schools with the explicit purpose of influencing decision-making and policy in each of the following areas:

1. In the selection of teachers.

SD D U A SA

2. In the evaluation of teacher performance.

SD D U A SA

3. In the replacement or transfer of teachers.

SD D U A SA

4. In the dismissal of teachers.

SD D U A SA

5. In the establishment of teacher certification requirements.

SD D U A SA

6. In the selection of principals.
SD D U A SA
7. In the evaluation of principals.
SD D U A SA
8. In the replacement or transfer of principals.
SD D U A SA
9. In the dismissal of principals.
SD D U A SA
10. In the principal certification requirements.
SD D U A SA
11. In the selection of district superintendents.
SD D U A SA
12. In the evaluation of district superintendents.
SD D U A SA
13. In the replacement or transfer of district superintendents.
SD D U A SA
14. In the dismissal of district superintendents.
SD D U A SA
15. In the selection of para-professionals and custodians.
SD D U A SA
16. In the evaluation of para-professionals and custodians.
SD D U A SA
17. In the dismissal of para-professionals and custodians.
SD D U A SA
18. In establishing school educational policy.
SD D U A SA
19. In determining educational program goals for the year.
SD D U A SA

20. In determining curriculum.
SD D U A SA
21. In selecting textbooks and other instructional materials.
SD D U A SA
22. In determining achievement test for the students.
SD D U A SA
23. In determining style and method of teaching.
SD D U A SA
24. In determining student organization for instruction.
SD D U A SA
25. In determining type and extent of extra-curricular activities and after-school programs.
SD D U A SA
26. In determining local working conditions.
SD D U A SA
27. In determining school standards relevant to student promotion, retention and attendance.
SD D U A SA
28. In determining students' rights and responsibilities.
SD D U A SA
29. In determining discipline policy for students.
SD D U A SA
30. In determining student fees and money collections.
SD D U A SA
31. In overseeing lunchroom operations, menus, etc.
SD D U A SA
32. In determining standards for school building maintenance and cleanliness.
SD D U A SA

33. In determining school fund raising projects.

SD D U A SA

34. In determining school budget needs.

SD D U A SA

35. In setting priorities for school building and grounds improvement.

SD D U A SA

36. In approving contracts for school building and grounds improvement.

SD D U A SA

37. In reviewing school budget and records of income and expenditure.

SD D U A SA

38. In planning facilities.

SD D U A SA

Part Two

39. For those parents and community persons who are interested in and willing to participate in the affairs of their local schools, the Local School Council structure, as set forth by the Chicago School Board, offers adequate opportunities.

SD D U A SA

40. The membership of our Local School Council reflects most or all segments of our school-community.

SD D U A SA

41. Attendance in the meetings held by our Local School Council reflects most or all segments of our school community.

SD D U A SA

42. Guidelines delineating the functions and responsibilities of the Local School Councils are adequate and clear.

SD D U A SA

43. The roles of the principal and the Local School Council members are clearly defined and mutually understood.

SD D U A SA

44. Participation in the process of decision-making by the Local School Council members is broad and equitably distributed.

SD D U A SA

45. There is sufficient leadership and knowledge among our Local School Council members capable of generating creative and sound ideas for the improvement of the educational program.

SD D U A SA

46. There has been sufficient awareness and knowledge among Local School Council members for generating precise assessment of educational needs and types of services and activities needed by our local school.

SD D U A SA

47. Our Local School Council has been a significant source of information feedback to the principal.

SD D U A SA

48. Our Local School Council has been a significant source of information feedback to the community.

SD D U A SA

Our Local School Council has been a determining influence in persuading the Board of Education to become responsive (to come forth with positive action), in each of the following areas:

49. In the area of Personnel (in matters dealing directly with the school staff).

SD D U A SA

50. In the area of Curriculum (in matters dealing with courses of study).

SD D U A SA

51. In the area of Procedures and Policies (in matters dealing with the daily operation of the school).

SD D U A SA

52. d. In the area of Finance (in matters dealing most directly with monetary aspects).

SD D U A SA

The overall contributions of our Local School Council as a participant agent in the affairs of our school have been of consequence in the following areas:

53. In the area of Personnel (in matters dealing directly with the school staff).

SD D U A SA

54. In the area of Curriculum (dealing with courses of study).

SD D U A SA

55. In the area of Procedures and Policies (in matters dealing with the daily operation of the school).

SD D U A SA

56. In the area of Finance (in matters dealing most directly with monetary aspects).

SD D U A SA

57. In assessing the evolution and present status of our Local School Council, I believe that it has become firmly established as a consistent and active agent for community participation in the affairs of our school.

SD D U A SA

58. The present functions of our Local School Council should be maintained.

SD D U A SA

59. The present functions of our Local School Council should be increased in scope.

SD D U A SA

60. Community leadership develops largely at the will of the local school administrator.

SD D U A SA

61. Principals are the primary resource persons to their councils influencing greatly the outcomes of the councils.

SD D U A SA

62. The Chicago School Board and the central administration have made a real commitment to the policy of community participation in local school affairs.

SD D U A SA

63. The Chicago School Board and the central administration have been adequately supportive in the preparation of our community for an effective participation in the affairs of our local school.

SD D U A SA

64. The Chicago School Board and the central administration have been adequately supportive in preparing the principals to meet the challenges of community participation.

SD D U A SA

65. Where the principal is genuinely concerned with the contributions the community could make, the participation of the community in the affairs of its local school will be effective.

SD D U A SA

66. A strong supportive leadership by the principal is the most important factor in the effectiveness of a Local School Council.

SD D U A SA

67. The Chicago School Board and the central administration have been adequately supportive to our community in the actual implementation of the Board's policy of community participation in the affairs of our local schools, specifically by assisting community members become informed and competent participants.

SD D U A SA

68. The Chicago School Board and the central administration have been adequately supportive to the principals in their efforts to implement the Board's program of community participation in local school affairs.

SD D U A SA

69. In schools where principals are apathetic to, disinterested in, or critical of citizens' participation in local school affairs, participation is nil, in spite of how strongly the citizenry may feel about it.

SD D U A SA

Part Three

D i r e c t i o n s : Community Participation is defined as that form of parents and community involvement in local school affairs whose purpose is to influence decision-making and policy.

Please bear this definition in mind as you respond to the following ten statements.

70. Community participation in school affairs is a basic democratic right which must be granted to parents and other citizens of the community, regardless of how qualified or competent they are perceived to be by the official educational establishment.

SD, D U A SA

71. Community participation in local school affairs is justified on the grounds that the psychological well-being and the educational potential of the students are both promoted when they understand that their parents and the school are working close together towards the same objectives.

SD D U A SA

72. Community participation in schools is necessary because it helps alleviate the sense of powerlessness and alienation among parents and other citizens, as they help make those decisions that affect their lives.

SD D U A SA

73. Community participation in the schools is necessary in order to reestablish public confidence in our schools.

SD D U A SA

74. Active, sustained participation of citizens in public schools is axiomatic to the maintenance and growth of our pluralistic, democratic society.

SD D U A SA

75. Community participation in the schools is defensible on the grounds that it makes educational institutions responsive and relevant to the needs of those they serve.

SD D U A SA

76. Community participation in schools is necessary because it will bring about qualitative improvements in the schools through the introduction of the element of accountability.

SD D U A SA

77. Community participation in the schools is defensible on the grounds that malfunctioning public institutions make some form of local control necessary for achieving greater efficiency of services.

SD D U A SA

78. The value of community participation lies in its potential to ease community tensions.

SD D U A SA

79. The value of community participation lies in its potential to serve as a preparatory stage for an integration based on parity instead of deficiency.

SD D U A SA

80. Community participation is justified on the grounds that "community" and "community's demands" carry with them new potentialities for securing the Board's cooperation in meeting the needs of the local school.

SD D U A SA

Please continue with Section Two

SECTION TWO - Demographic Data

D i r e c t i o n s: Please check the blank after the entry
that best describes your own situation.
Mark only one item in each category.

1. Principal _____
District Superintendent _____
2. Male _____
Female _____
3. White _____
Black _____
Hispanic _____
Other _____ (Please describe.)
4. My first assignment as a principal was in the period:
Prior to 1950 _____
1951 to 1960 _____
1961 to 1970 _____
1971 to present _____
5. Years of service in the administrative field - principalship
and district superintendency:
How many years? _____
Please be specific
6. My future plans:
I will remain a principal _____
I will remain a district superintendent _____
I would like to move up (district
superintendent or higher) _____
I would like to move out (out of
administration) _____
I will retire in the next five years _____
7. My present school is: (For principals only)
K to 6 _____
K to 8 _____
High School - Regular _____
High School - Vocational _____
High School - Technical _____
8. The socio-economic status of my school is: (for principals
only)
Very high _____
High _____
Average _____
Low _____
Very Low _____

9. In the last five years, my local school-community/district-community situation has been:

Uneventful _____
Explosive _____
With Ups and Downs _____
Constructive _____

10. *My academic pre-service training did emphasize the development of skills in the following areas:

- a. In conflict and confrontation management. Yes ___ No ___
b. In group processes. Yes ___ No ___
c. In mediation techniques and practices. Yes ___ No ___
d. In interpersonal relations. Yes ___ No ___
e. In participatory decision making processes. Yes ___ No ___

11. *My professional in-service training - since my entry into administrative post - has emphasized skills in these areas:

- a. In conflict and confrontation management. Yes ___ No ___
b. In group processes. Yes ___ No ___
c. In mediation techniques and practices. Yes ___ No ___
d. In interpersonal relations. Yes ___ No ___
e. In participatory decision making processes. Yes ___ No ___

*Please describe the nature of workshops, and give titles of courses that illustrate any affirmative responses to numbers 11 and 12 above. Be specific.

10a. _____
10b. _____
10c. _____
10d. _____
10e. _____

11a. _____
11b. _____
11c. _____
11d. _____
11e. _____

SECTION TWO - Demographic Data

D i r e c t i o n s: Please check the blank after the entry
that best describes your own situation.
Mark only one item in each category.

1. Local School Council Officer _____
Local School Council Member _____
2. Male _____
Female _____
3. White _____
Black _____
Hispanic _____
Other _____ (Please describe)
4. How long have you been associated with the Local School
Council, both as a member and an officer?

_____ Years, and _____ Months
5. My future plans:

I will continue to serve as a member/officer of our
Local School Council _____
I do not intend to continue to serve as an officer
of our Local School Council _____
I will discontinue my association with our Local
School Council _____
6. Our school is:

K to 6 _____
K to 8 _____
High School - Regular _____
High School - Vocational _____
High School - Technical _____
7. The socio-economic status of our school is:

Very high _____
High _____
Average _____
Low _____
Very Low _____
8. In the last five years our local school-community situation
has been:

Uneventful _____
Explosive _____
With Ups and Downs _____
Constructive _____

Interview InstrumentCommunity Participation in
Local School Affairs

1. What is your stand on community participation in local school affairs?

SD D U A SA

What kind of participation do you have in mind?

- a. What is your stand regarding community participation in the area of Personnel?

SD D U A SA

Reasons:

- b. What is your stand regarding community participation in the area of Curriculum?

SD D U A SA

Reasons:

- c. What is your stand regarding community participation in the area of Policies and Procedures?

SD D U A SA

Reasons: _____

- d. What is your stand regarding community participation in the area of Finance?

SD D U A SA

Reasons: _____

2. Do you assess the current practice of community participation in local school affairs as successful?

SD D U A SA

Reasons: _____

- a. In terms of Structure?

SD D U A SA

Reasons: _____

b. In terms of Operation?

SD D U A SA

Reasons: _____

c. In terms of Accomplishments?

SD D U A SA

Reasons: _____

d. In terms of Firmness?

SD D U A SA

Reasons: _____

e. Future as Present?

SD D U A SA

Reasons: _____

f. Future with Increase?

SD

D

U

A

SA

Reasons: _____

3. On what grounds do you justify community participation in local school affairs?

a. On educational grounds?

SD

D

U

A

SA

Reasons: _____

b. On non-educational grounds?

SD

D

U

A

SA

Reasons: _____

4. Do you think that the role of the principal in the implementation of a policy of community participation in local school affairs is crucial?

SD D U A SA

Reasons: _____

5. Do you think that the role of the School Board in the implementation of the policy of community participation in the affairs of the local schools has been supportive?

SD D U A SA

Reasons: _____

6. Do you think that the role of the central administration in the implementation of the policy of community participation in local school affairs has been supportive?

SD D U A SA

Reasons: _____

Comments: _____

7. What is the trend of community participation in local school affairs?

Reasons:

NOTES:

Questionnaire Item Relatedness to Hypotheses

In the present section the Questionnaire of the study was presented in a form indicating the relatedness of the items to each hypothesis.

Hypothesis One

In their stances regarding the theory of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.

(Questionnaire items one through thirty-eight)

Parents and communities have a right and a responsibility to actively participate in the affairs of their local schools with the explicit purpose of influencing decision-making and policy in each of the following areas:

- | | |
|-------------------------------|--|
| Sub-Area
of Per-
sonnel | 1. In the selection of teachers. |
| | 2. In the evaluation of teacher performance. |
| | 3. In the replacement or transfer of teachers. |
| | 4. In the dismissal of teachers. |
| | 6. In the selection of principals. |
| | 7. In the evaluation of principals. |
| | *8. In the replacement or transfer of principals. |
| | 9. In the dismissal of principals. |
| | *11. In the selection of district superintendents. |
| | *12. In the evaluation of district superintendents. |
| | *13. In the replacement or transfer of district superintendents. |

- *14. In the dismissal of district superintendents.
- 15. In the selection of para-professionals and custodians.
- 16. In the evaluation of para-professionals and custodians.
- 17. In the dismissal of para-professionals and custodians.

Sub-Area 18. In establishing school educational policy.
of Curriculum

- *19. In determining instructional program goals for the year.
- 20. In determining curriculum.
- 21. In selecting textbooks and other instructional materials.
- *22. In determining achievement tests for the students.
- 23. In determining style and method of teaching.
- *24. In determining student organization for instruction.
- 25. In determining type and extent of extra-curricular activities and after school programs.

Sub-Area *5. In the establishment of teacher certification requirements.

- and Pro- *10. In the establishment of principal certification requirement.
- cedures 26. In determining local working conditions.
- 27. In determining school standards relevant to student promotion, retention and attendance.
- 28. In determining students' rights and responsibilities.

- 29. In determining discipline policy for students.
- *30. In determining student fees and money collections.
- 31. In overseeing lunchroom operations, menus, etc.
- *32. In determining standards for school building maintenance and cleanliness.
- *33. In determining school fund raising projects.

Sub-Area 34. In determining school budget needs.
of

- Finance
- *35. In setting priorities for school building and grounds improvement.
 - *36. In approving contracts for school building and grounds improvement.
 - *37. In reviewing school budget and records of income and expenditure.
 - 38. In planning facilities.

Hypothesis Two

In their assessments of the workability of local school councils in the practice of community participation in local school affairs, there will be a significant difference among principals, district superintendents, and local school council leaders.

(Questionnaire items thirty-nine through fifty-nine)

- | | | |
|--|-----|--|
| Struc-
ture
Compo-
nent of
the Par-
ticipa-
tion
Practice | *39 | For those parents and community persons who are interested in and willing to participate in the affairs of their local schools, the Local School Council structure, as set forth by the Chicago School Board, offers adequate opportunities. |
| 40. | | The membership of our Local School Council reflects most or all segments of our school-community. |

42. Guidelines delineating the functions and responsibilities of the Local School Councils are adequate and clear.
43. The roles of the principal and the Local School Council members are clearly defined and mutually understood.

Opera- tion Compo- nent of the Par- ticipa- tion Practice	41.	Attendance in the meetings held by our Local School Council reflects most or all segments of our school community.
	44.	Participation in the process of decision-making by the Local School Council members is broad and equitably distributed.
	45	There is sufficient leadership and knowledge among our Local School Council lay members capable of generating creative and sound ideas for the improvement of the educational program.

46. There has been sufficient awareness and knowledge among Local School Council lay members for generating precise assessments of educational needs and types of services and activities needed by our local school.

Accom- plish- ments Compo- nent of the Par- ticipa- tion Practice	47.	Our Local School Council has been a significant source of information feedback to the principal.
	48.	Our Local School Council has been a significant source of information feedback to the community.
		Our Local School Council has been a determining influence in persuading the Board of Education to become responsive (to come forth with positive action), in each of the following areas:

- *49. In the area of Personnel (in matters dealing directly with the school staff).

- *50. In the area of Curriculum (in matters dealing with courses of study).
- *51. In the area of Policies and Procedures (in matters dealing with the daily operation of the school).
- *52. In the area of Finance (in matters dealing most directly with monetary aspects).

The overall contributions of our Local School Council as a participant agent in the affairs of our school have been of consequence in the following areas:

- 53. In the area of Personnel (in matters dealing directly with the school staff).
- 54. In the area of Curriculum (in matters dealing with courses of study).
- 55. In the area of Policies and Procedures (in matters dealing with the daily operation of the school).
- 56. In the area of Finance (in matters dealing most directly with monetary aspects).

Firm-
ness Com-
ponent of
the Par-
ticipa-
tion
Practice

*57. In assessing the evolution and present status of our Local School Council, I believe that it has become firmly established as a consistent and active agent for community participation in the affairs of our school.

Future-
as-Pres-
ent Com-
ponent
of the
Partic-
ipation
Practice

*58. The present functions of our Local School Council should be maintained.

Future- *59. The present functions of our Local School
with-In- Council should be increased in scope.
crease
Compo-
nent of
the Par-
ticipa-
tion
Practice

Hypothesis Three

There will be a significant difference between (1) the principals' stance on the theory and their stance on the current practice of community participation in local school affairs, (2) the district superintendents' stance on the theory and their stance on the current practice of community participation in local school affairs, and (3) the local school council leaders' stance on the theory and their stance on the current practice of community participation in local school affairs.

(Questionnaire items one through thirty-eight and thirty-nine through fifty-nine)

Hypothesis Four

There will be a significant difference among principals, district superintendents, and local school council leaders regarding the bases on which they accept or reject community participation in local school affairs.

(Questionnaire items seventy through eighty)

- | | |
|--|---|
| Educa-
tional
Bases
for Com-
munity
Partic-
ipation
in Local
School
Affairs | 71. Community participation in local school affairs is justified on the grounds that the psychological well-being and the educational potential of the students are both promoted when they understand that their parents and the school are working close together toward the same objectives. |
| 75. | Community participation in the schools is defensible on the grounds that it makes educational institutions responsive and relevant to the needs of those they serve. |

- 76. Community participation in schools is necessary because it will bring about qualitative improvements in the schools through the introduction of the element of accountability.
- 77. Community participation in the school is defensive on the grounds that malfunctioning public institutions make some form of local control necessary for achieving greater efficiency of services.
- *80. Community participation is justified on the grounds that "Community" and "Community's demands" carry with them new potentialities for securing the Board's cooperation in meeting the needs of the local school.

Non-Educational
Bases for
Community
Participation
in
Local
School
Affairs

- 70. Community participation in local school affairs is a basic democratic right which must be granted to parents and other citizens of the community, regardless of how qualified or competent they are perceived to be by the official educational establishment.
- 72. Community participation in schools is necessary because it helps alleviate the sense of powerlessness and alienation among parents and other citizens, as they help make those decisions that affect their lives.
- 73. Community participation in the schools is necessary in order to reestablish public confidence in our schools.
- 74. Active, sustained participation of citizens in public schools is axiomatic to the maintenance and growth of our pluralistic, democratic society.
- *78. The value of community participation lies in its potential to ease community tensions.

79. The value of community participation lies in its potential to serve as a preparatory stage for an integration based on parity instead of deficiency.

Hypothesis Five

In their assessments of the principal's crucial role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.

(Questionnaire items sixty, sixty-one, sixty-five, sixty-six and sixty-nine)

- 60. Community leadership develops largely at the will of the local school administrator.
- 61. Principals are the primary resource persons to their councils influencing greatly the outcomes of the councils.
- 65. Where the principal is genuinely concerned with the contributions the community could make, the participation of the community in the affairs of its local school will be effective.
- 66. A strong supportive leadership by the principal is the most important factor in the effectiveness of the Local School Council.
- 69. In schools where principals are apathetic to, disinterested in, or critical of citizens' participation in local school affairs, participation is nil, in spite of how strongly the citizenry may feel about it.

Hypothesis Six

In their assessments of the Chicago School Board's and central administration's supportive role in the implementation of the policy of community participation in the affairs of the local schools, there

will be a significant difference among principals, district superintendents, and local school council leaders.

(Questionnaire items sixty-two, sixty-three, sixty-four, sixty-seven and sixty-eight)

62. The Chicago School Board and the central administration have made a real commitment to the policy of community participation in local school affairs.
63. The Chicago School Board and central administration have been adequately supportive in the preparation of our community for an effective participation in the affairs of our local school.
64. The Chicago School Board and central administration have been adequately supportive in preparing the principals to meet the challenges of community participation.
67. The Chicago School Board and central administration have been adequately supportive to our community in the actual implementation of the Board's policy of community participation in the affairs of our schools, specifically by assisting community members become informed and competent participants.
68. The Chicago School Board and central administration have been adequately supportive to the principals in their efforts to implement the Board's program of community participation in local school affairs.

Interview Item Relatedness to Hypotheses

In the present section the Interview Instrument of the study was presented in a form indicating the relatedness of the items to the hypotheses of the study.

Hypothesis One

In their stances regarding the theory of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.

(Item one)

1. What is your stand on community participation in local school affairs?

What kind of participation do you have in mind?

- a. What is your stand regarding community participation in the area of Personnel?

Reasons?

- b. What is your stand regarding community participation in the area of Curriculum?

Reasons?

- c. What is your stand regarding community participation in the area of Policies and Procedures?

Reasons?

- d. What is your stand regarding community participation in the area of Finance?

Reasons?

Hypothesis Two

In their assessments of the workability of local school councils in the practice of community participation in local school affairs, there will be a significant difference among principals, district superintendents, and local school council leaders.

(Items two and seven)

2. Do you assess the current practice of community participation in local school affairs as successful?

Reasons?

- a. In terms of Structure?

Reasons?

- b. In terms of Operation?

Reasons?

- c. In terms of Accomplishments?

Reasons?

- d. In terms of Firmness-of-Practice?

Reasons?

- e. Future-as-Present?

Reasons?

- f. Future-with-Increase?

Reasons?

Hypothesis Three

There will be a significant difference between (1) the principals' stance on the theory and their stance on the practice of community participation in local school affairs, (2) the district superintendents' stance on the theory and their stance on the current practice of community participation in local school affairs, (3) the local school council leaders' stance on the theory and their stance on

the current practice of community participation in local school affairs.

(Items one, two, and seven)

Hypothesis Four

There will be a significant difference among principals, district superintendents, and local school council leaders regarding the bases on which they accept or reject community participation in local school affairs.

(Item three)

3. On what grounds do you justify community participation in local school affairs?

Reasons?

- a. On educational grounds?

Reasons?

- b. On non-educational grounds?

Reasons?

Hypothesis Five

In their assessments of the principal's crucial role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.

(Item four)

4. Do you think that the role of the principal in the implementation of a policy of community participation in local school affairs is crucial?

Reasons?

Hypothesis Six

In their assessments of the Chicago School Board's and central administration's supportive role in the implementation of the policy of community participation in the affairs of the local schools, there will be a significant difference among principals, district superintendents, and local school council leaders.

(Items five and six)

5. Do you think that the role of the School Board in the implementation of the policy of community participation in the affairs of the local schools has been supportive?

Reasons:

6. Do you think that the role of the central administration in the implementation of the policy of community participation in the affairs of the local schools has been supportive?

Reasons?

APPENDIX B

TABLE 55

MEANS AND STANDARD DEVIATIONS OF THE STANCES ON THE THEORY OF COMMUNITY PARTICIPATION
IN LOCAL SCHOOL AFFAIRS OF PRINCIPALS AND LOCAL SCHOOL COUNCIL LEADERS
OF CAUCASIAN, BLACK, HISPANIC AND INTEGRATED SCHOOLS

Respondent Classification	Caucasian Schools	Black Schools	Hispanic Schools	Integrated Schools
Principals	N = 24	N = 49	N = 16	N = 15
	$\bar{X} = 2.55$	$\bar{X} = 2.79$	$\bar{X} = 2.45$	$\bar{X} = 2.77$
	s = 0.44	s = 0.68	s = 0.81	s = 0.67
L.S.C.L.	N = 16	N = 29	N = 12	N = 6
	$\bar{X} = 3.34$	$\bar{X} = 3.85$	$\bar{X} = 3.49$	$\bar{X} = 4.00$
	s = 0.56	s = 0.71	s = 1.16	s = 0.76

TABLE 56

MEANS AND STANDARD DEVIATIONS OF THE STANCES ON THE PRACTICE OF COMMUNITY PARTICIPATION
IN LOCAL SCHOOL AFFAIRS OF PRINCIPALS AND LOCAL SCHOOL COUNCIL LEADERS
OF CAUCASIAN, BLACK, HISPANIC AND INTEGRATED SCHOOLS

Respondent Classification	Caucasian Schools	Black Schools	Hispanic Schools	Integrated Schools
Principals	N = 24	N = 49	N = 16	N = 15
	$\bar{X} = 2.70$	$\bar{X} = 2.60$	$\bar{X} = 2.82$	$\bar{X} = 2.87$
	s = 0.70	s = 0.56	s = 0.76	s = 0.44
L.S.C.L.	N = 16	N = 29	N = 12	N = 6
	$\bar{X} = 3.22$	$\bar{X} = 3.19$	$\bar{X} = 3.86$	$\bar{X} = 3.33$
	s = 0.58	s = 0.86	s = 0.70	s = 0.88

TABLE 57

MEANS AND STANDARD DEVIATIONS OF THE EDUCATIONAL BASES OF THE STANCES ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS OF PRINCIPALS AND LOCAL SCHOOL COUNCIL LEADERS OF CAUCASIAN, BLACK, HISPANIC AND INTEGRATED SCHOOLS

Respondent Classification	Caucasian Schools	Black Schools	Hispanic Schools	Integrated Schools
Principals	N = 24	N = 49	N = 16	N = 15
	$\bar{X} = 3.19$	$\bar{X} = 3.44$	$\bar{X} = 3.39$	$\bar{X} = 3.65$
	s = 0.90	s = 0.66	s = 0.76	s = 0.60
L.S.C.L.	N = 16	N = 29	N = 12	N = 6
	$\bar{X} = 4.02$	$\bar{X} = 4.24$	$\bar{X} = 4.27$	$\bar{X} = 4.67$
	s = 0.51	s = 0.55	s = 0.70	s = 0.45

TABLE 58

MEANS AND STANDARD DEVIATIONS OF THE NON-EDUCATIONAL BASES OF THE STANCES ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS OF PRINCIPALS AND LOCAL SCHOOL COUNCIL LEADERS OF CAUCASIAN, BLACK, HISPANIC AND INTEGRATED SCHOOLS

Respondent Classification	Caucasian Schools	Black Schools	Hispanic Schools	Integrated Schools
Principals	N = 24	B = 49	N = 16	N = 15
	$\bar{X} = 3.32$	$\bar{X} = 3.58$	$\bar{X} = 3.46$	$\bar{X} = 3.82$
	s = 0.91	s = 0.63	s = 0.64	s = 0.58
L.S.C.L.	N = 16	N = 29	N = 12	N = 6
	$\bar{X} = 3.96$	$\bar{X} = 4.00$	$\bar{X} = 4.10$	$\bar{X} = 4.56$
	s = 0.47	s = 0.40	s = 0.56	s = 0.36

TABLE 59

MEANS AND STANDARD DEVIATIONS OF THE STANCES ON THE CRUCIAL ROLE OF THE PRINCIPAL IN THE PRACTICE OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS OF PRINCIPALS AND LOCAL SCHOOL COUNCIL LEADERS OF CAUCASIAN, BLACK, HISPANIC AND INTEGRATED SCHOOLS

Respondent Classification	Caucasian Schools	Black Schools	Hispanic Schools	Integrated Schools
Principals	N = 24	N = 49	N = 16	N = 15
	$\bar{X} = 3.23$	$\bar{X} = 3.22$	$\bar{X} = 3.21$	$\bar{X} = 3.32$
	s = 0.56	s = 0.74	s = 0.84	s = 0.80
L.S.C.L.	N = 16	N = 29	N = 12	N = 6
	$\bar{X} = 3.44$	$\bar{X} = 3.58$	$\bar{X} = 3.72$	$\bar{X} = 3.90$
	s = 0.67	s = 0.69	s = 0.85	s = 0.83

TABLE 60

MEANS AND STANDARD DEVIATIONS OF THE STANCES ON THE SUPPORTIVE ROLE OF THE SCHOOL BOARD AND CENTRAL ADMINISTRATION IN THE IMPLEMENTATION OF THE PROGRAM OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS OF PRINCIPALS AND LOCAL SCHOOL COUNCIL LEADERS OF CAUCASIAN, BLACK, HISPANIC AND INTEGRATED SCHOOLS

Respondent Classification	Caucasian Schools	Black Schools	Hispanic Schools	Integrated Schools
Principals	N = 24	N = 49	N = 16	N = 15
	$\bar{X} = 2.31$	$\bar{X} = 2.17$	$\bar{X} = 2.45$	$\bar{X} = 2.56$
	s = 0.77	s = 0.74	s = 1.04	s = 0.74
L.S.C.L.	N = 16	N = 29	N = 12	N = 6
	$\bar{X} = 2.52$	$\bar{X} = 2.70$	$\bar{X} = 3.10$	$\bar{X} = 2.40$
	s = 0.70	s = 0.88	s = 1.23	s = 1.49

TABLE 61

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS OF CAUCASIAN, BLACK, HISPANIC
AND INTEGRATED SCHOOLS ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Respondents From	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educa- tional Bases	Stances on Principal's Role	Stances on Board's Role
	N = 24	N = 24	N = 24	N = 24	N = 24	N = 24
Caucasian Schools	$\bar{X} = 2.55$	$\bar{X} = 2.70$	$\bar{X} = 3.19$	$\bar{X} = 3.32$	$\bar{X} = 3.23$	$\bar{X} = 2.31$
	s = 0.44	s = 0.70	s = 0.90	s = 0.91	s = 0.56	s = 0.77
	N = 49	N = 49	N = 49	N = 49	N = 49	N = 49
Black Schools	$\bar{X} = 2.79$	$\bar{X} = 2.60$	$\bar{X} = 3.44$	$\bar{X} = 3.58$	$\bar{X} = 3.22$	$\bar{X} = 2.17$
	s = 0.68	s = 0.56	s = 0.66	s = 0.63	s = 0.74	s = 0.74
	N = 16	N = 16	N = 16	N = 16	N = 16	N = 16
Hispanic Schools	$\bar{X} = 2.45$	$\bar{X} = 2.82$	$\bar{X} = 3.39$	$\bar{X} = 3.46$	$\bar{X} = 3.21$	$\bar{X} = 2.45$
	s = 0.81	s = 0.76	s = 0.76	s = 0.64	s = 0.84	s = 1.04
	N = 15	N = 15	N = 15	N = 15	N = 15	N = 15
Integrated Schools	$\bar{X} = 2.77$	$\bar{X} = 2.87$	$\bar{X} = 3.65$	$\bar{X} = 3.82$	$\bar{X} = 3.32$	$\bar{X} = 2.56$
	s = 0.67	s = 0.44	s = 0.60	s = 0.58	s = 0.80	s = 0.74

TABLE 62

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF LOCAL SCHOOL COUNCIL LEADERS OF
CAUCASIAN, BLACK, HISPANIC AND INTEGRATED SCHOOLS ON COMMUNITY PARTICIPATION
IN LOCAL SCHOOL AFFAIRS

Respondents From	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educa- tional Bases	Stances on Principal's Role	Stances on Board's Role
	N = 16	N = 16	N = 16	N = 16	N = 16	N = 16
Caucasian Schools	$\bar{X} = 3.34$	$\bar{X} = 3.22$	$\bar{X} = 4.02$	$\bar{X} = 3.96$	$\bar{X} = 3.44$	$\bar{X} = 2.52$
	s = 0.56	s = 0.58	s = 0.51	s = 0.47	s = 0.67	s = 0.70
	N = 29	N = 29	N = 29	N = 29	N = 29	N = 29
Black Schools	$\bar{X} = 3.85$	$\bar{X} = 3.19$	$\bar{X} = 4.24$	$\bar{X} = 4.00$	$\bar{X} = 3.58$	$\bar{X} = 2.70$
	s = 0.71	s = 0.86	s = 0.55	s = 0.40	s = 0.69	s = 0.88
	N = 12	N = 12	N = 12	N = 12	N = 12	N = 12
Hispanic Schools	$\bar{X} = 3.49$	$\bar{X} = 3.86$	$\bar{X} = 4.27$	$\bar{X} = 4.10$	$\bar{X} = 3.72$	$\bar{X} = 3.10$
	s = 1.16	s = 0.70	s = 0.70	s = 0.56	s = 0.85	s = 1.23
	N = 6	N = 6	N = 6	N = 6	N = 6	N = 6
Integrated Schools	$\bar{X} = 4.00$	$\bar{X} = 3.33$	$\bar{X} = 4.67$	$\bar{X} = 4.56$	$\bar{X} = 3.90$	$\bar{X} = 2.40$
	s = 0.76	s = 0.88	s = 0.45	s = 0.36	s = 0.83	s = 1.49

TABLE 63

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, GROUPED BY TYPE OF SCHOOL ADMINISTERED, ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Type of School	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educational Bases	Stances on Principal's Role	Stances on Board's Role
Kg. to 6	N = 25	N = 25	N = 25	N = 25	N = 25	N = 25
	$\bar{X} = 2.78$	$\bar{X} = 2.77$	$\bar{X} = 3.33$	$\bar{X} = 3.43$	$\bar{X} = 3.23$	$\bar{X} = 2.20$
	s = 0.72	s = 0.45	s = 0.65	s = 0.65	s = 0.78	s = 0.76
Kg. to 8	N = 70	N = 70	N = 70	N = 70	N = 70	N = 70
	$\bar{X} = 2.65$	$\bar{X} = 2.68$	$\bar{X} = 3.44$	$\bar{X} = 3.59$	$\bar{X} = 3.28$	$\bar{X} = 2.33$
	s = 0.67	s = 0.62	s = 0.74	s = 0.69	s = 0.66	s = 0.80
High School Regular	N = 9	N = 9	N = 9	N = 9	N = 9	N = 9
	$\bar{X} = 2.61$	$\bar{X} = 2.62$	$\bar{X} = 3.33$	$\bar{X} = 3.39$	$\bar{X} = 2.89$	$\bar{X} = 2.38$
	s = 0.26	s = 0.94	s = 0.91	s = 0.95	s = 0.89	s = 0.97

TABLE 64

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, GROUPED BY PRINCIPAL REPORTED SOCIO-ECONOMIC STATUS OF SCHOOL, ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Socio-Economic Status of School	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educational Bases	Stances on Principal's Role	Stances on Board's Role
High	N = 9 \bar{X} = 2.54 s = 0.64	N = 9 \bar{X} = 2.56 s = 0.83	N = 9 \bar{X} = 3.07 s = 1.14	N = 9 \bar{X} = 3.15 s = 1.20	N = 9 \bar{X} = 3.04 s = 0.43	N = 9 \bar{X} = 2.51 s = 0.83
Average	N = 30 \bar{X} = 2.68 s = 0.45	N = 30 \bar{X} = 2.87 s = 0.60	N = 30 \bar{X} = 3.43 s = 0.70	N = 30 \bar{X} = 3.54 s = 0.73	N = 30 \bar{X} = 3.25 s = 0.61	N = 30 \bar{X} = 2.34 s = 0.86
Low	N = 38 \bar{X} = 2.67 s = 0.73	N = 38 \bar{X} = 2.52 s = 0.65	N = 38 \bar{X} = 3.42 s = 0.64	N = 38 \bar{X} = 3.57 s = 0.55	N = 38 \bar{X} = 3.20 s = 0.85	N = 38 \bar{X} = 2.18 s = 0.86
Very Low	N = 26 \bar{X} = 2.75 s = 0.78	N = 26 \bar{X} = 2.80 s = 0.44	N = 26 \bar{X} = 3.48 s = 0.73	N = 26 \bar{X} = 3.61 s = 0.69	N = 26 \bar{X} = 3.31 s = 0.72	N = 26 \bar{X} = 2.36 s = 0.66

TABLE 65

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS, GROUPED BY DESCRIPTION OF THE HISTORY OF LOCAL SCHOOL-COMMUNITY SITUATION, ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

History of Local School- Community Situation	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educa- tional Bases	Stances on Principal's Role	Stances on Board's Role
	N = 14	N = 14	N = 14	N = 14	N = 14	N = 14
Unevent- ful	$\bar{X} = 2.46$	$\bar{X} = 2.54$	$\bar{X} = 3.13$	$\bar{X} = 3.38$	$\bar{X} = 3.19$	$\bar{X} = 2.03$
	s = 0.74	s = 0.51	s = 0.55	s = 0.61	s = 0.58	s = 1.01
	N = 7	N = 7	N = 7	N = 7	N = 7	N = 7
Explosive	$\bar{X} = 2.68$	$\bar{X} = 2.52$	$\bar{X} = 3.26$	$\bar{X} = 3.48$	$\bar{X} = 3.20$	$\bar{X} = 1.80$
	s = 0.70	s = 0.78	s = 0.70	s = 0.61	s = 1.20	s = 0.71
	N = 36	N = 36	N = 36	N = 36	N = 36	N = 36
With Ups and Downs	$\bar{X} = 2.61$	$\bar{X} = 2.47$	$\bar{X} = 3.17$	$\bar{X} = 3.33$	$\bar{X} = 2.97$	$\bar{X} = 2.24$
	s = 0.74	s = 0.63	s = 0.81	s = 0.85	s = 0.65	s = 0.59
	N = 46	N = 46	N = 46	N = 46	N = 46	N = 46
Construc- tive	$\bar{X} = 2.79$	$\bar{X} = 2.96$	$\bar{X} = 3.68$	$\bar{X} = 3.74$	$\bar{X} = 3.48$	$\bar{X} = 2.52$
	s = 0.55	s = 0.51	s = 0.63	s = 0.57	s = 0.65	s = 0.84

TABLE 66

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF DISTRICT SUPERINTENDENTS, GROUPED BY THE DESCRIPTION OF THE HISTORY OF LOCAL DISTRICT-COMMUNITY SITUATION, ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

History of Local District-Community Situation	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educational Bases	Stances on Principal's Role	Stances on Board's Role
	N = 1	N = 1	N = 1	N = 1	N = 1	N = 1
Uneventful	$\bar{X} = 1.50$	$\bar{X} = 2.67$	$\bar{X} = 2.00$	$\bar{X} = 2.33$	$\bar{X} = 3.60$	$\bar{X} = 2.40$
	s = 0.0	s = 0.0	s = 0.0	s = 0.0	s = 0.0	s = 0.0
	N = 3	N = 3	N = 3	N = 3	N = 3	N = 3
Explosive	$\bar{X} = 2.92$	$\bar{X} = 2.56$	$\bar{X} = 3.20$	$\bar{X} = 3.33$	$\bar{X} = 2.80$	$\bar{X} = 2.53$
	s = 0.11	s = 0.64	s = 0.40	s = 0.33	s = 0.72	s = 0.83
	N = 5	N = 5	N = 5	N = 5	N = 5	N = 5
With Ups and Downs	$\bar{X} = 2.92$	$\bar{X} = 2.43$	$\bar{X} = 3.48$	$\bar{X} = 3.43$	$\bar{X} = 3.32$	$\bar{X} = 2.28$
	s = 0.70	s = 0.90	s = 1.00	s = 1.37	s = 1.12	s = 0.79
	N = 7	N = 7	N = 7	N = 7	N = 7	N = 7
Constructive	$\bar{X} = 3.32$	$\bar{X} = 2.97$	$\bar{X} = 3.97$	$\bar{X} = 4.00$	$\bar{X} = 3.60$	$\bar{X} = 2.54$
	s = 0.95	s = 0.30	s = 0.62	s = 0.51	s = 0.40	s = 0.56

TABLE 67

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF LOCAL SCHOOL COUNCIL LEADERS, GROUPED BY DESCRIPTION OF THE HISTORY OF LOCAL SCHOOL-COMMUNITY SITUATION, ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

History of Local School- Community Situation	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educa- tional Bases	Stances on Principal's Role	Stances on Board's Role
	N = 5	N = 5	N = 5	N = 5	N = 5	N = 5
Unevent- ful	$\bar{X} = 3.62$	$\bar{X} = 2.39$	$\bar{X} = 4.28$	$\bar{X} = 4.13$	$\bar{X} = 3.92$	$\bar{X} = 1.52$
	s = 1.06	s = 0.26	s = 0.44	s = 0.56	s = 0.86	s = 0.48
	N = 3	N = 3	N = 3	N = 3	N = 3	N = 3
Explosive	$\bar{X} = 3.64$	$\bar{X} = 2.40$	$\bar{X} = 4.00$	$\bar{X} = 3.83$	$\bar{X} = 3.93$	$\bar{X} = 2.33$
	s = 0.43	s = 0.84	s = 0.20	s = 0.29	s = 0.64	s = 0.81
	N = 24	N = 24	N = 24	N = 24	N = 24	N = 24
With Ups and Downs	$\bar{X} = 3.73$	$\bar{X} = 3.31$	$\bar{X} = 4.12$	$\bar{X} = 3.95$	$\bar{X} = 3.42$	$\bar{X} = 2.62$
	s = 0.86	s = 0.82	s = 0.70	s = 0.40	s = 0.74	s = 0.80
	N = 31	N = 31	N = 31	N = 31	N = 31	N = 31
Construc- tive	$\bar{X} = 3.63$	$\bar{X} = 3.61$	$\bar{X} = 4.33$	$\bar{X} = 4.16$	$\bar{X} = 3.66$	$\bar{X} = 2.99$
	s = 0.78	s = 0.64	s = 0.52	s = 0.51	s = 0.70	s = 1.04

TABLE 68

MEANS AND STANDARD DEVIATIONS OF THE STANCES ON THE THEORY OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS OF PRINCIPALS, DISTRICT SUPERINTENDENTS AND LOCAL SCHOOL COUNCIL LEADERS FROM LOCAL SCHOOL-COMMUNITY AND DISTRICT-COMMUNITY SITUATIONS ASSESSED BY THE RESPONDENTS AS UNEVENTFUL, EXPLOSIVE, WITH UPS AND DOWNS, AND CONSTRUCTIVE

Respondent Classification	L.S.C.S. Uneventful	L.S.C.S. Explosive	L.S.C.S. with Ups and Downs	L.S.C.S. Constructive
Principals	N = 14 \bar{X} = 2.46 s = 0.74	N = 7 \bar{X} = 2.68 s = 0.70	N = 36 \bar{X} = 2.61 s = 0.74	N = 46 \bar{X} = 2.79 s = 0.55
District Superintendents	N = 1 \bar{X} = 1.50 s = 0.0	N = 3 \bar{X} = 2.92 s = 0.11	N = 5 \bar{X} = 2.92 s = 0.70	N = 7 \bar{X} = 3.32 s = 0.95
L.S.C.L.	N = 5 \bar{X} = 3.62 s = 1.06	N = 3 \bar{X} = 3.64 s = 0.43	N = 24 \bar{X} = 3.73 s = 0.86	N = 31 \bar{X} = 3.63 s = 0.78

TABLE 69

MEANS AND STANDARD DEVIATIONS OF THE STANCES ON THE PRACTICE OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS OF PRINCIPALS, DISTRICT SUPERINTENDENTS AND LOCAL SCHOOL COUNCIL LEADERS FROM LOCAL SCHOOL-COMMUNITY AND DISTRICT-COMMUNITY SITUATIONS ASSESSED BY THE RESPONDENTS AS UNEVENTFUL, EXPLOSIVE, WITH UPS AND DOWNS, AND CONSTRUCTIVE

Respondent Classification	L.S.C.S. Uneventful	L.S.C.S. Explosive	L.S.C.S. with Ups and Downs	L.S.C.S. Constructive
Principals	N = 14 \bar{X} = 2.54 s = 0.51	N = 7 \bar{X} = 2.52 s = 0.78	N = 36 \bar{X} = 2.47 s = 0.63	N = 46 \bar{X} = 2.96 s = 0.51
District Superintendents	N = 1 \bar{X} = 2.67 s = 0.0	N = 3 \bar{X} = 2.56 s = 0.64	N = 5 \bar{X} = 2.43 s = 0.90	N = 7 \bar{X} = 2.97 s = 0.30
L.S.C.L.	N = 5 \bar{X} = 2.39 s = 0.26	N = 3 \bar{X} = 2.40 s = 0.84	N = 24 \bar{X} = 3.31 s = 0.82	N = 31 \bar{X} = 3.61 s = 0.64

TABLE 70

MEANS AND STANDARD DEVIATIONS OF THE EDUCATIONAL BASES OF THE STANCES ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS OF PRINCIPALS, DISTRICT SUPERINTENDENTS AND LOCAL SCHOOL COUNCIL LEADERS FROM LOCAL SCHOOL-COMMUNITY AND DISTRICT-COMMUNITY SITUATIONS ASSESSED BY THE RESPONDENTS AS UNEVENTFUL, EXPLOSIVE, WITH UPS AND DOWNS, AND CONSTRUCTIVE

Respondent Classification	L.S.C.S. Uneventful	L.S.C.S. Explosive	L.S.C.S. With Ups and Downs	L.S.C.S. Constructive
Principals	N = 14 \bar{X} = 3.13 s = 0.55	N = 7 \bar{X} = 3.26 s = 0.70	N = 36 \bar{X} = 3.17 s = 0.81	N = 46 \bar{X} = 3.68 s = 0.63
District Superintendents	N = 1 \bar{X} = 2.00 s = 0.0	N = 3 \bar{X} = 3.20 s = 0.40	N = 5 \bar{X} = 3.48 s = 1.00	N = 7 \bar{X} = 3.97 s = 0.62
L.S.C.L.	N = 5 \bar{X} = 4.28 s = 0.44	N = 3 \bar{X} = 4.00 s = 0.20	N = 24 \bar{X} = 4.12 s = 0.70	N = 31 \bar{X} = 4.33 s = 0.52

TABLE 71

MEANS AND STANDARD DEVIATIONS OF THE NON-EDUCATIONAL BASES OF THE STANCES ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS OF PRINCIPALS, DISTRICT SUPERINTENDENTS AND LOCAL SCHOOL COUNCIL LEADERS FROM LOCAL SCHOOL-COMMUNITY AND DISTRICT-COMMUNITY SITUATIONS ASSESSED BY THE RESPONDENTS AS UNEVENTFUL, EXPLOSIVE, WITH UPS AND DOWNS, AND CONSTRUCTIVE

Respondent Classification	L.S.C.S. Uneventful	L.S.C.S. Explosive	L.S.C.S. with Ups and Downs	L.S.C.S. Constructive
Principals	N = 14 \bar{X} = 3.38 s = 0.61	N = 7 \bar{X} = 3.48 s = 0.61	N = 36 \bar{X} = 3.33 s = 0.85	N = 46 \bar{X} = 3.74 s = 0.57
District Superintendents	N = 1 \bar{X} = 2.33 s = 0.0	N = 3 \bar{X} = 3.33 s = 0.33	N = 5 \bar{X} = 3.43 s = 1.37	N = 7 \bar{X} = 4.00 s = 0.51
L.S.C.L.	N = 5 \bar{X} = 4.13 s = 0.56	N = 3 \bar{X} = 3.83 s = 0.29	N = 24 \bar{X} = 3.95 s = 0.40	N = 31 \bar{X} = 4.16 s = 0.51

TABLE 72

MEANS AND STANDARD DEVIATIONS OF THE STANCES ON THE CRUCIAL ROLE OF THE PRINCIPAL IN THE PRACTICE OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS OF PRINCIPALS, DISTRICT SUPERINTENDENTS AND LOCAL SCHOOL COUNCIL LEADERS FROM LOCAL SCHOOL-COMMUNITY AND DISTRICT-COMMUNITY SITUATIONS ASSESSED BY THE RESPONDENTS AS UNEVENTFUL, EXPLOSIVE, WITH UPS AND DOWNS, AND CONSTRUCTIVE

Respondent Classification	L.S.C.S. Uneventful	L.S.C.S. Explosive	L.S.C.S. with Ups and Downs	L.S.C.S. Constructive
Principals	N = 14 \bar{X} = 3.19 s = 0.58	N = 7 \bar{X} = 3.20 s = 1.20	N = 36 \bar{X} = 2.97 s = 0.65	N = 46 \bar{X} = 3.48 s = 0.65
District Superintendents	N = 1 \bar{X} = 3.60 s = 0.0	N = 3 \bar{X} = 2.80 s = 0.72	N = 5 \bar{X} = 3.32 s = 1.12	N = 7 \bar{X} = 3.60 s = 0.40
L.S.C.L.	N = 5 \bar{X} = 3.92 s = 0.86	N = 3 \bar{X} = 3.93 s = 0.64	N = 24 \bar{X} = 3.42 s = 0.74	N = 31 \bar{X} = 3.66 s = 0.70

TABLE 73

MEANS AND STANDARD DEVIATIONS OF THE STANCES ON THE SUPPORTIVE ROLE OF THE SCHOOL BOARD
AND THE CENTRAL ADMINISTRATION IN THE IMPLEMENTATION OF THE POLICY OF COMMUNITY
PARTICIPATION IN LOCAL SCHOOL AFFAIRS OF PRINCIPALS, DISTRICT SUPERINTENDENTS
AND LOCAL SCHOOL COUNCIL LEADERS OF LOCAL SCHOOL-COMMUNITY AND DISTRICT-
COMMUNITY SITUATIONS ASSESSED BY THE RESPONDENTS AS UNEVENTFUL,
EXPLOSIVE, WITH UPS AND DOWNS, AND CONSTRUCTIVE

Respondent Classification	L.S.C.S. Uneventful	L.S.C.S. Explosive	L.S.C.S. with Ups and Downs	L.S.C.S. Constructive
Principals	N = 14 \bar{X} = 2.03 s = 1.01	N = 7 \bar{X} = 1.80 s = 0.71	N = 36 \bar{X} = 2.24 s = 0.59	N = 46 \bar{X} = 2.52 s = 0.84
District Superintendents	N = 1 \bar{X} = 2.40 s = 0.0	N = 3 \bar{X} = 2.53 s = 0.83	N = 5 \bar{X} = 2.28 s = 0.79	N = 7 \bar{X} = 2.54 s = 0.56
L.S.C.L.	N = 5 \bar{X} = 1.52 s = 0.48	N = 3 \bar{X} = 2.33 s = 0.81	N = 24 \bar{X} = 2.62 s = 0.80	N = 31 \bar{X} = 2.99 s = 1.04

TABLE 74

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF MALE AND FEMALE PRINCIPALS ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principal Respondents	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educational Bases	Stances on Principal's Role	Stances on Board's Role
	N = 63	N = 63	N = 63	N = 63	N = 63	N = 63
Male	$\bar{X} = 2.74$	$\bar{X} = 2.70$	$\bar{X} = 3.45$	$\bar{X} = 3.59$	$\bar{X} = 3.27$	$\bar{X} = 2.29$
	s = 0.70	s = 0.67	s = 0.81	s = 0.77	s = 0.78	s = 0.83
	N = 41	N = 41	N = 41	N = 41	N = 41	N = 41
Female	$\bar{X} = 2.58$	$\bar{X} = 2.68$	$\bar{X} = 3.34$	$\bar{X} = 3.46$	$\bar{X} = 3.18$	$\bar{X} = 2.32$
	s = 0.58	s = 0.52	s = 0.59	s = 0.59	s = 0.61	s = 0.76

TABLE 75

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF MALE AND FEMALE DISTRICT SUPERINTENDENTS
ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

D.S. Respondents	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educa- tional Bases	Stances on Principal's Role	Stances on Board's Role
	N = 14	N = 14	N = 14	N = 14	N = 14	N = 14
Male	$\bar{X} = 3.01$	$\bar{X} = 2.67$	$\bar{X} = 3.59$	$\bar{X} = 3.56$	$\bar{X} = 3.46$	$\bar{X} = 2.46$
	s = 0.89	s = 0.63	s = 0.88	s = 0.97	s = 0.70	s = 0.60
	N = 2	N = 2	N = 2	N = 2	N = 2	N = 2
Female	$\bar{X} = 2.99$	$\bar{X} = 2.95$	$\bar{X} = 3.30$	$\bar{X} = 3.83$	$\bar{X} = 2.70$	$\bar{X} = 2.40$
	s = 0.09	s = 0.54	s = 0.71	s = 0.24	s = 0.99	s = 1.13

TABLE 76

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF MALE AND FEMALE LOCAL SCHOOL COUNCIL
LEADERS ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

L.S.C.L. Respondents	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educa- tional Bases	Stances on Principal's Role	Stances on Board's Role
	N = 11	N = 11	N = 11	N = 11	N = 11	N = 11
Male	$\bar{X} = 3.95$	$\bar{X} = 2.97$	$\bar{X} = 4.49$	$\bar{X} = 4.30$	$\bar{X} = 3.62$	$\bar{X} = 2.04$
	s = 0.53	s = 0.76	s = 0.33	s = 0.40	s = 0.77	s = 0.84
	N = 52	N = 52	N = 52	N = 52	N = 52	N = 52
Female	$\bar{X} = 3.60$	$\bar{X} = 3.42$	$\bar{X} = 4.18$	$\bar{X} = 4.01$	$\bar{X} = 3.60$	$\bar{X} = 2.84$
	s = 0.85	s = 0.78	s = 0.61	s = 0.47	s = 0.73	s = 0.96

TABLE 77

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF MALE AND FEMALE PRINCIPALS OF CAUCASIAN, BLACK, HISPANIC AND INTEGRATED SCHOOLS ON THE THEORY OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principal Respondents	Caucasian Principals in Caucasian Schools	Caucasian Principals in Black Schools	Black Principals in Black Schools	Caucasian Principals in Hispanic Schools	Caucasian Principals in Integrated Schools
Male	N = 13	N = 13	N = 14	N = 10	N = 10
	$\bar{X} = 2.45$	$\bar{X} = 3.00$	$\bar{X} = 2.82$	$\bar{X} = 2.50$	$\bar{X} = 2.91$
	s = 0.50	s = 0.72	s = 0.59	s = 0.91	s = 0.68
Female	N = 11	N = 11	N = 11	N = 4	N = 4
	$\bar{X} = 2.66$	$\bar{X} = 2.50$	$\bar{X} = 2.78$	$\bar{X} = 2.29$	$\bar{X} = 2.39$
	s = 0.36	s = 0.76	s = 0.61	s = 0.41	s = 0.52

TABLE 78

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF MALE AND FEMALE PRINCIPALS OF CAUCASIAN,
BLACK, HISPANIC AND INTEGRATED SCHOOLS ON THE PRACTICE OF COMMUNITY PARTICIPATION
IN LOCAL SCHOOL AFFAIRS

Principal Respondents	Caucasian Principals in Caucasian Schools	Caucasian Principals in Black Schools	Black Principals in Black Schools	Caucasian Principals in Hispanic Schools	Caucasian Principals in Integrated Schools
Male	N = 13	N = 13	N = 14	N = 10	N = 10
	$\bar{X} = 2.55$	$\bar{X} = 2.62$	$\bar{X} = 2.67$	$\bar{X} = 2.78$	$\bar{X} = 2.94$
	s = 0.82	s = 0.51	s = 0.66	s = 0.85	s = 0.45
Female	N = 11	N = 11	N = 11	N = 4	N = 4
	$\bar{X} = 2.88$	$\bar{X} = 2.63$	$\bar{X} = 2.44$	$\bar{X} = 2.93$	$\bar{X} = 2.67$
	s = 0.49	s = 0.48	s = 0.59	s = 0.45	s = 0.42

TABLE 79

MEANS AND STANDARD DEVIATIONS OF THE BASES FOR THE STANCES OF MALE AND FEMALE PRINCIPALS
OF CAUCASIAN, BLACK, HISPANIC AND INTEGRATED SCHOOLS ON COMMUNITY PARTICIPATION
IN LOCAL SCHOOL AFFAIRS

Principal Respondents	Caucasian Principals in Caucasian Schools	Caucasian Principals in Black Schools	Black Principals in Black Schools	Caucasian Principals in Hispanic Schools	Caucasian Principals in Integrated Schools
Male	N = 13	N = 13	N = 14	N = 10	N = 10
	$\bar{X} = 3.18$	$\bar{X} = 3.68$	$\bar{X} = 3.53$	$\bar{X} = 3.42$	$\bar{X} = 3.85$
	s = 1.08	s = 0.68	s = 0.51	s = 0.76	s = 0.56
Female	N = 11	N = 11	N = 11	N = 4	N = 4
	$\bar{X} = 3.36$	$\bar{X} = 3.30$	$\bar{X} = 3.53$	$\bar{X} = 3.45$	$\bar{X} = 3.45$
	s = 0.59	s = 0.53	s = 0.66	s = 0.27	s = 0.44

TABLE 80

MEANS AND STANDARD DEVIATIONS OF THE EDUCATIONAL BASES FOR THE STANCES OF MALE AND FEMALE PRINCIPALS OF CAUCASIAN, BLACK, HISPANIC AND INTEGRATED SCHOOLS ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principal Respondents	Caucasian Principals in Caucasian Schools	Caucasian Principals in Black Schools	Black Principals in Black Schools	Caucasian Principals in Hispanic Schools	Caucasian Principals in Integrated Schools
Male	N = 13	N = 13	N = 14	N 10	N = 10
	$\bar{X} = 3.09$	$\bar{X} = 3.57$	$\bar{X} = 3.47$	$\bar{X} = 3.40$	$\bar{X} = 3.75$
	s = 1.07	s = 0.77	s = 0.63	s = 0.83	s = 0.66
Female	N = 11	N = 11	N = 11	N = 4	N = 4
	$\bar{X} = 3.31$	$\bar{X} = 3.18$	$\bar{X} = 3.51$	$\bar{X} = 3.35$	$\bar{X} = 3.40$
	s = 0.67	s = 0.43	s = 0.74	s = 0.60	s = 0.28

TABLE 81

MEANS AND STANDARD DEVIATIONS OF THE NON-EDUCATIONAL BASES FOR THE STANCES OF MALE AND FEMALE PRINCIPALS OF CAUCASIAN, BLACK, HISPANIC AND INTEGRATED SCHOOLS ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principal Respondents	Caucasian Principals in Caucasian Schools	Caucasian Principals in Black Schools	Black Principals in Black Schools	Caucasian Principals in Hispanic Schools	Caucasian Principals in Integrated Schools
Male	N = 13	N = 13	N = 14	N = 10	N = 10
	$\bar{X} = 3.26$	$\bar{X} = 3.77$	$\bar{X} = 3.58$	$\bar{X} = 3.43$	$\bar{X} = 3.94$
	s = 1.14	s = 0.68	s = 0.51	s = 0.74	s = 0.56
Female	N = 11	N = 11	N = 11	N = 4	N = 4
	$\bar{X} = 3.39$	$\bar{X} = 3.39$	$\bar{X} = 3.55$	$\bar{X} = 3.54$	$\bar{X} = 3.50$
	s = 0.59	s = 0.72	s = 0.65	s = 0.16	s = 0.58

TABLE 82

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF MALE AND FEMALE PRINCIPALS OF CAUCASIAN, BLACK, HISPANIC AND INTEGRATED SCHOOLS ON THE CRUCIAL ROLE OF THE PRINCIPAL IN THE PRACTICE OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principal Respondents	Caucasian Principals in Caucasian Schools	Caucasian Principals in Black Schools	Black Principals in Black Schools	Caucasian Principals in Hispanic Schools	Caucasian Principals in Integrated Schools
Male	N = 13	N = 13	N = 14	N = 10	N = 10
	$\bar{X} = 3.43$	$\bar{X} = 3.06$	$\bar{X} = 3.21$	$\bar{X} = 3.27$	$\bar{X} = 3.42$
	s = 0.62	s = 0.66	s = 0.82	s = 0.95	s = 0.91
Female	N = 11	N = 11	N = 11	N = 4	N = 4
	$\bar{X} = 3.00$	$\bar{X} = 3.07$	$\bar{X} = 3.55$	$\bar{X} = 3.05$	$\bar{X} = 3.05$
	s = 0.37	s = 0.73	s = 0.72	s = 0.41	s = 0.25

TABLE 83

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF MALE AND FEMALE PRINCIPALS OF CAUCASIAN, BLACK, HISPANIC AND INTEGRATED SCHOOLS ON THE SUPPORTIVE ROLE OF THE SCHOOL BOARD AND CENTRAL ADMINISTRATION IN THE IMPLEMENTATION OF COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principal Respondents	Caucasian Principals in Caucasian Schools	Caucasian Principals in Black Schools	Black Principals in Black Schools	Caucasian Principals in Hispanic Schools	Caucasian Principals in Integrated Schools
Male	N = 13	N = 13	N = 14	N = 10	N = 10
	$\bar{X} = 2.18$	$\bar{X} = 2.12$	$\bar{X} = 2.13$	$\bar{X} = 2.48$	$\bar{X} = 2.60$
	s = 0.83	s = 0.65	s = 0.91	s = 1.02	s = 0.73
Female	N = 11	N = 11	N = 11	N = 4	N = 4
	$\bar{X} = 2.45$	$\bar{X} = 2.36$	$\bar{X} = 2.07$	$\bar{X} = 2.35$	$\bar{X} = 2.45$
	s = 0.70	s = 0.74	s = 0.68	s = 1.25	s = 0.87

TABLE 84

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS OF CAUCASIAN, BLACK, HISPANIC AND OTHER RACIAL-ETHNIC BACKGROUNDS ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principals' Racial/Ethnic Background	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educational Bases	Stances on Principal's Role	Stances on Board's Role
	N = 75	N = 75	N = 75	N = 75	N = 75	N = 75
Caucasian	$\bar{X} = 2.62$	$\bar{X} = 2.76$	$\bar{X} = 3.36$	$\bar{X} = 3.51$	$\bar{X} = 3.23$	$\bar{X} = 2.38$
	s = 0.67	s = 0.59	s = 0.76	s = 0.76	s = 0.66	s = 0.79
	N = 26	N = 26	N = 26	N = 26	N = 26	N = 26
Black	$\bar{X} = 2.80$	$\bar{X} = 2.58$	$\bar{X} = 3.47$	$\bar{X} = 3.58$	$\bar{X} = 3.33$	$\bar{X} = 2.15$
	s = 0.58	s = 0.62	s = 0.66	s = 0.55	s = 0.78	s = 0.81
	N = 2	N = 2	N = 2	N = 2	N = 2	N = 2
Hispanic	$\bar{X} = 3.18$	$\bar{X} = 2.48$	$\bar{X} = 4.00$	$\bar{X} = 3.75$	$\bar{X} = 3.30$	$\bar{X} = 2.00$
	s = 1.00	s = 0.81	s = 0.57	s = 0.59	s = 0.14	s = 0.00
	N = 1	N = 1	N = 1	N = 1	N = 1	N = 1
Other	$\bar{X} = 2.37$	$\bar{X} = 1.33$	$\bar{X} = 4.00$	$\bar{X} = 4.00$	$\bar{X} = 1.00$	$\bar{X} = 1.00$
	s = 0.0	s = 0.0	s = 0.0	s = 0.0	s = 0.0	s = 0.0

TABLE 85

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF DISTRICT SUPERINTENDENTS OF CAUCASIAN AND BLACK RACIAL BACKGROUNDS ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

D.S. Racial Background	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educa- tional Bases	Stances on Principal's Role	Stances on Board's Role
	N = 9	N = 9	N = 9	N = 9	N = 9	N = 9
Caucasian	$\bar{X} = 2.78$	$\bar{X} = 2.56$	$\bar{X} = 3.27$	$\bar{X} = 3.37$	$\bar{X} = 3.16$	$\bar{X} = 2.29$
	s = 0.88	s = 0.71	s = 1.01	s = 1.14	s = 0.84	s = 0.65
	N = 7	N = 7	N = 7	N = 7	N = 7	N = 7
Black	$\bar{X} = 3.29$	$\bar{X} = 2.90$	$\bar{X} = 3.91$	$\bar{X} = 3.88$	$\bar{X} = 3.63$	$\bar{X} = 2.66$
	s = 0.73	s = 0.42	s = 0.36	s = 0.41	s = 0.57	s = 0.60

TABLE 86

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS DISPLAYING VARIOUS LENGTHS OF EXPERIENCE IN THE ADMINISTRATIVE FIELD ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Period of First As- signment as Principal	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educa- tional Bases	Stances on Principal's Role	Stances on Board's Role
1951 to 1960	N = 23 \bar{X} = 2.69 s = 0.68	N = 23 \bar{X} = 2.70 s = 0.56	N = 23 \bar{X} = 3.32 s = 0.77	N = 23 \bar{X} = 3.48 s = 0.73	N = 23 \bar{X} = 3.12 s = 0.63	N = 23 \bar{X} = 2.45 s = 0.64
1961 to 1970	N = 48 \bar{X} = 2.62 s = 0.63	N = 48 \bar{X} = 2.64 s = 0.68	N = 48 \bar{X} = 3.36 s = 0.77	N = 48 \bar{X} = 3.51 s = 0.81	N = 48 \bar{X} = 3.12 s = 0.81	N = 48 \bar{X} = 2.29 s = 0.88
1971 to 1975	N = 32 \bar{X} = 2.75 s = 0.69	N = 32 \bar{X} = 2.75 s = 0.55	N = 32 \bar{X} = 3.55 s = 0.65	N = 32 \bar{X} = 3.63 s = 0.53	N = 32 \bar{X} = 3.49 s = 0.58	N = 32 \bar{X} = 2.16 s = 0.74

TABLE 87

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF TWO GROUPS OF PRINCIPALS CORRESPONDING TO THE TWO DIFFERENT METHODS OF PRINCIPAL CERTIFICATION AND PRINCIPAL SELECTION PROCEDURES ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Certification & Selection Methods	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educa- tional Bases	Stances on Principal's Role	Stances on Board's Role
Old Method	N = 73	N = 73	N = 73	N = 73	N = 73	N = 73
	$\bar{X} = 2.66$	$\bar{X} = 2.67$	$\bar{X} = 3.35$	$\bar{X} = 3.49$	$\bar{X} = 3.12$	$\bar{X} = 2.36$
	s = 0.65	s = 0.64	s = 0.76	s = 0.77	s = 0.74	s = 0.82
New Method	N = 31	N = 31	N = 31	N = 31	N = 31	N = 31
	$\bar{X} = 2.72$	$\bar{X} = 2.75$	$\bar{X} = 3.54$	$\bar{X} = 3.64$	$\bar{X} = 3.52$	$\bar{X} = 2.17$
	s = 0.68	s = 0.56	s = 0.66	s = 0.53	s = 0.57	s = 0.75

TABLE 88

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF PRINCIPALS GROUPED BY THEIR SELECTION OF
'PLANS FOR FUTURE' ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

Principal Selection of Future Plans	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educa- tional Bases	Stances on Principal's Role	Stances on Board's Role
	N = 56	N = 56	N = 56	N = 56	N = 56	N = 56
Remain Principal	$\bar{X} = 2.66$	$\bar{X} = 2.73$	$\bar{X} = 3.38$	$\bar{X} = 3.51$	$\bar{X} = 3.17$	$\bar{X} = 2.36$
	s = 0.64	s = 0.53	s = 0.66	s = 0.59	s = 0.72	s = 0.75
	N = 31	N = 31	N = 31	N = 31	N = 31	N = 31
Move Higher	$\bar{X} = 2.87$	$\bar{X} = 2.84$	$\bar{X} = 3.59$	$\bar{X} = 3.74$	$\bar{X} = 3.49$	$\bar{X} = 2.30$
	s = 0.64	s = 0.64	s = 0.81	s = 0.76	s = 0.65	s = 0.85
	N = 4	N = 4	N = 4	N = 4	N = 4	N = 4
Move out of Administra- tive Field	$\bar{X} = 2.32$	$\bar{X} = 2.21$	$\bar{X} = 3.10$	$\bar{X} = 3.21$	$\bar{X} = 2.85$	$\bar{X} = 1.85$
	s = 0.62	s = 1.05	s = 0.35	s = 0.85	s = 1.23	s = 0.81
	N = 12	N = 12	N = 12	N = 12	N = 12	N = 12
Retire in Five Years	$\bar{X} = 2.35$	$\bar{X} = 2.39$	$\bar{X} = 3.08$	$\bar{X} = 3.19$	$\bar{X} = 3.03$	$\bar{X} = 2.22$
	s = 0.71	s = 0.59	s = 0.83	s = 0.91	s = 0.52	s = 0.94

TABLE 89

MEANS AND STANDARD DEVIATIONS OF THE STANCES OF DISTRICT SUPERINTENDENTS GROUPED BY THEIR SELECTION OF 'PLANS FOR FUTURE' ON COMMUNITY PARTICIPATION IN LOCAL SCHOOL AFFAIRS

D.S. Selection of Future Plans	Stances on Theory	Stances on Practice	Stances on Educational Bases	Stances on Non-Educational Bases	Stances on Principal's Role	Stances on Board's Role
	N = 10	N = 10	N = 10	N = 10	N = 10	N = 10
Remain D. S.	$\bar{X} = 2.99$	$\bar{X} = 2.60$	$\bar{X} = 3.46$	$\bar{X} = 3.48$	$\bar{X} = 3.32$	$\bar{X} = 2.38$
	s = 1.06	s = 0.68	s = 1.01	s = 1.11	s = 0.71	s = 0.62
	N = 5	N = 5	N = 5	N = 5	N = 5	N = 5
Move Higher	$\bar{X} = 3.04$	$\bar{X} = 2.93$	$\bar{X} = 3.88$	$\bar{X} = 3.80$	$\bar{X} = 3.72$	$\bar{X} = 2.76$
	s = 0.23	s = 0.50	s = 0.23	s = 0.46	s = 0.58	s = 0.57
	N = 0	N = 0	N = 0	N = 0	N = 0	N = 0
Move out of Administrative Field						
	N = 0	N = 0	N = 0	N = 0	N = 0	N = 0
Retire in Five Years						

APPENDIX C

December 9, 1970

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Subsequently, the grievant enrolled in courses offered by the Department of Human Relations of the Board of Education. On February 19, 1970, the grievant was informed by the Bureau of Teacher Personnel that such courses did not fulfill the requirements of Section 4-31 of the Rules of the Board of Education, since they were not pursued in an accredited institution of learning. Therefore, the study leave was rescinded and the grievant tendered a resignation and in order to maintain her teaching certificate Miss Aleks was reappointed to her former position at Kelly High School, effective March 2, 1970. She is requesting the restoration of full seniority.

Representatives of the General Superintendent noted the fact that Miss Aleks had failed to comply with the explicit provision of the Board Rules concerning Study Leaves. However, it was pointed out that the grievant was restored to her former teaching position at Kelly High School at the same placement on the salary schedule which she had achieved prior to the granting of said leave. Therefore, the grievant suffered no loss of salary or pension benefits in this case. However, service rendered prior to a resignation is not considered in establishing seniority.

The Grievance Committee, having reviewed the evidence, concurs with the decision of the General Superintendent issued on June 18, 1970 and the grievance is denied.

Respectfully submitted,

GRIEVANCE COMMITTEE

THOMAS J. MURRAY
Chairman

MARGARET WILD
Member

WARREN H. BACON
Member

Mr. Bacon moved approval of the committee report; seconded by Mrs. Wild, and it was so ordered by a viva voce vote, all members present voting therefor.

NEW BUSINESS

(70-1158)

MOTION RE: RECONSIDERATION OF ACTION RE REPORT OF PURCHASE ORDERS ISSUED DURING CALENDAR YEAR

Mr. Bacon moved that action taken at the meeting of November 18, 1970 that a Report of Purchase Orders Issued During Calendar Year not be required to be submitted to the Board henceforth be reconsidered; seconded by Mrs. Wild, and it was so ordered by a viva voce vote, all members present voting therefor.

(70-1159)

MOTION RE: CLOSE OFFICES DECEMBER 24, AND 31, 1970

Mrs. Preston moved that the Central Offices, Area Offices and District Offices of the Board of Education be closed on Thursday, December 24 and Thursday, December 31, 1970. Employees in the Department of Operation Services will be included in the holidays. The usual provisions will be made for emergencies. Playground schedule will be adjusted; seconded by Mr. Sbarboro, and it was so ordered by a viva voce vote, all members present voting therefor.

(70-1160)

MOTION RE: DISPENSE WITH MEETING OF DECEMBER 23, 1970

Mrs. Wild moved that the Board dispense with the regular meeting scheduled for December 23, 1970; seconded by Mr. Caray, and it was so ordered by a viva voce vote, all members present voting therefor.

The General Superintendent of Schools, Dr. Radmond, presented a Report on Local School Councils to the Board of Education.

Mrs. Wild moved that the report be amended as follows and adopted; seconded by Mrs. Mallis, and it was so ordered by a viva voce vote, all members present voting therefor.

1. The participating voters in the organizational meeting must be parents of the students in the school and the faculty.

2. Paragraph 1 on "purposes" should read "to permit parents and school patrons to share in the process of arriving at decisions which affect local schools."

3. in the paragraph regarding membership, the minimum be changed from 51% to 60% and membership should be broadly representative of the community within the school attendance district.

Following is the amended report: .

(70-1161)

REPORT ON LOCAL SCHOOL COUNCILS TO THE BOARD OF EDUCATION
-Amended and Adopted-

III. RECOMMENDATIONS (Revised, December 9, 1970)

Recommendations are based upon the report of the Board of Education Committee to Study Board Procedures, suggestions made by Board of Education members in General Committee on October 29, 1970, and the data from the questionnaires.

Each principal of a Local School or combination of more than one school should have a Local School(s) Council. Where the PTA, Concerned Parents, or other Local School group is functioning and effective, one of these groups can be the Local Council. The decision of using a current organization or reorganizing should be left to a community meeting.

The principal should take the initiative in calling a public evening meeting, with sufficient advance notice given by way of flyers to be taken home by pupils, and by publicity through whatever usual means are available to him, such as community newspapers, spot radio announcements, and the like. The participating voters in the organizational meetings must be parents of students in the school and faculty members. The principal can serve as convener of the original meeting, but should request that a chairman pro-tem, not himself, be selected or elected as soon as possible. Thereafter, the principal should continue to function in an advisory or resource capacity. He, or his representative, should attend all Council meetings.

The purposes of the Council should be listed as follows:

(1) To permit parents and school patrons to share in the process of arriving at decisions which affect local schools. It should be pointed out that the School Code of Illinois charges the Board of Education of the City of Chicago with the responsibility of making final decisions regarding city-wide matters such as fiscal policies, salaries of personnel, purchases and contracts, real estate transactions and construction of buildings, certification and tenure of personnel, and negotiations with employee organizations.

(2) To inform District Education Councils of the needs of individual schools and to suggest how these needs could be met. This implies that each School Council should have one or more delegates to the District Education Council.

Membership in the Local School Council should be broadly representative of the community within the school attendance district and members should be residents residing in the school attendance district and the representatives of institutions located within the school attendance district. A minimum of 65% of the members should be parents of children in the school. School personnel (teaching and non-teaching), and representatives of the community, religious, civic, social-service, business, fraternal, and youth-serving agencies could be included in the membership. In the case of high schools, students may also be included. The number of members of the Council should be determined by each Council. Principals should neither select any member of the Council, nor should they serve as an officer.

Officers of the Council should include as a minimum a chairman or president, a vice-chairman or vice-president, and a secretary.

The initial meeting shall be devoted to the orientation of those assembled as to the purposes of the Local School Councils. It is suggested that a steering or executive committee be formed to determine the composition of the Council, term of membership, nomination of officers, terms of office of members, and election of officers.

It is suggested that by-laws for operation should be drawn up as soon as possible.

The Local School Council should meet monthly during each school year. It shall operate democratically and shall be open to the public. However, only members of the Council shall have voting privileges. Preferably, meetings should be held in local schools. If several evening meetings are held, local evening high schools and elementary schools with evening social centers might be utilized.

Minutes of meetings should be kept on file and posted at the school. Copies should also be sent to the District and Area offices.

Potential agenda topics could include the following: selection of a principal to fill a vacancy; discipline, vandalism and pupil conduct; curriculum; safety of pupils; physical condition of buildings; community problems; school budgets; school policies and procedures; selection of textbooks; and, lunchroom problems. However, agenda topics need not be limited to these items. Unless an agenda committee is constituted, the chairman of the Local School Council and the principal of the school might develop the agenda. It is desirable that agenda topics be given suitable advance publicity.

Reasonable printing and mailing expenses in the operation of the Council should be defrayed from funds raised by the Council.

Those schools with functioning Local School Councils should adapt to the above guidelines within the school year, 1970-1971.

In conclusion, it is suggested that a progress report be made to the Board of Education next fall on the operation of Local School Councils and should include surveys of opinions of Local Council members.

(78-1162)

APPOINTMENT OF SPECIAL COMMITTEE

Vice President Murray appointed Mrs. W. Lydon Wild, Chairman, Mr. Alvin J. Boulté, Mrs. Louis F. Malis, Mrs. Carey B. Preston, Mr. Gerald L. Sbarboro, members of the committee to review the 1971 salaries in the Office of the President, Office of the Secretary and Department of Law.

Mr. Bacon moved that the action of the Vice President in appointing said Committee be concurred in and approved; seconded by Mrs. Malis.

It was so ordered by a viva voce vote, all members present voting therefor.

REVISED GUIDELINES FOR LOCAL SCHOOL COUNCILS

RECOMMENDATION: Adopt changes in guidelines for Local School Councils. Original guidelines were adopted in Board Report 70-1161, December 9, 1970; revised in Board Report 71-623-2 and amended July 28, 1971; and revised November 24, 1971. Words added to the Board Report as revised November 24, 1971 are underlined.

SUPPORTIVE DATA: A survey was made of the operations of all Local School Councils during the 1971-72 school year (copy on file in the Secretary's office). Upon review of the result of the survey, the guidelines for Local School Councils were reviewed and modified.

DESCRIPTION: Guidelines for Councils

A. Procedures for Organization of Councils

1. Each principal of a local school or combination of more than one school should have a Local School(s) Council. Where the PTA, Concerned Parents, or other local school group is functioning and effective, one of these groups can be the Local School Council. The decision of using a current organization or reorganizing should be left to a community meeting.
2. The principal should take the initiative in calling a public evening meeting, with sufficient advance notice given by way of flyers to be taken home by pupils, and by publicity through whatever usual means are available to him, such as community newspapers, spot radio announcements, and the like.
3. The participating voters in the organizational meeting must be parents of students in the school, and family-members.
4. The principal can serve as convener of the original meeting but should request that a chairman pro-tem, nor himself, be selected or elected as soon as possible. The Chairman pro-tem should be a parent.
5. The principal or his designee must be present at all Council meetings. The principal or any school staff member may be a member or an officer of the Local School Council if this is the wish of the Council.

B. The Purposes of the Council, should be listed as follows:

1. To permit parents and school patrons to share in the process of arriving at decisions which affect local schools. Potential agenda topics could include the following: selection of a principal, when a vacancy exists, to fill a vacancy; discipline, vandalism and pupil conduct; curriculum; safety of pupils; physical condition of buildings; community problems; school policies and procedures; selection of textbooks; and lunchroom problems. However, agenda topics need not be limited to these items. It should be pointed out that the School Code of Illinois charges the Board of Education of the City of Chicago with the responsibility of making final decisions regarding city-wide matters such as fiscal policies, salaries of personnel; purchases and contracts, real estate transactions and construction of buildings, certification and tenure of personnel and negotiations with employee organizations.

2. To inform District Education Councils of the needs of individual schools and to suggest how these needs could be met. This implies that each School Council should have one or more delegates to the District Education Council, with each school Council having the same number as any other school Council.

C. Council Membership

1. Membership in the Local School Council should be broadly representative of the community within the school attendance district.
2. Members must be residents residing in the school attendance district or the representatives of institutions located within the school attendance district.
3. A minimum of 60% of the members should be parents of children in the school.
4. School personnel (teaching and non-teaching), and representatives of the community, religious, civic, social-service, business, fraternal, and youth serving agencies could be included in the membership.
5. The Council and its executive or steering committee shall have representation from each of the following organizations, if such exists: PTA or the Concerned Parents. In the case of high schools, students may also be included.
6. The number of members of the Council should be determined by each Council. Principals should not select any member of the Council.

D. Council Officers and Committees

1. Officers of the Councils should include, as a minimum, a chairman or president, a vice-chairman or vice-president, and a secretary. A principal or assistant principal shall not serve as an officer of the Council.
2. The officers shall be elected annually.
3. The initial meeting shall be devoted to the orientation of those assembled as to the purposes of the Local School Councils, as well as to other business. A steering or executive committee shall be formed to determine the composition of the Council, term of membership, nomination of officers, terms of office of members, and election of officers. The report of the steering committee should not be delayed beyond two meetings after the initial meeting.

F. Council Operations

1. By-laws for operation should be drawn up as soon as possible and should not be delayed beyond two meetings after the initial meeting. By-laws shall be on file at the school, the District Office and Area Office.
2. For voting purposes, 60% or more of the number determined to be a quorum must be parents of children in the school. A quorum shall consist of 40% of the Council members eligible to vote, or wherever another established school organization has been selected as the Local School Council, the By-laws of that organization regarding a quorum shall prevail.
3. If no quorum is present, the agenda may be discussed but no formal action may be taken.

F. Council Meetings

1. The Local School Council shall meet monthly during each school year. It shall operate democratically and shall be open to the public. However, only members of the Council shall have voting privileges.
2. Participant-observers and resource persons shall not have voting privileges.
3. Preferably, meetings should be held in local schools. The cost for the use of the school building for three evening Local School Council meetings each year shall be provided by the Board of Education of the City of Chicago. Local Councils may not transfer their use of school building privileges to any other group, organization or individual. If several evening meetings are held, local evening high schools and elementary schools with evening social centers might be utilized.
4. Minutes of meetings should be kept on file and posted at the school. Copies should also be sent to the District and Area Offices.

Potential agenda topics could include the following:-----
 Selection of a principal; when a vacancy exists; to fill a-----
 vacancy; discipline; vandalism and pupil conduct; curricula-----
 and safety of pupils; physical condition of buildings;-----
 community problems; school policies and procedures; selection
 of textbooks; and lunchroom problems. However, agenda-----
 topics need not be limited to these items. The Committee-----
 to select a principal (when a vacancy exists) shall have-----
 representatives of the local PTA and the Concerned Parents
 Organization among its members.

G. Council Procedures

1. It is recommended that an agenda committee be constituted with the principal as resource person. It is desirable that agenda topics be given suitable advance publicity.
2. A Local School Council must not interfere in the day to day operations of the school but may include any problems on its agenda at its regularly scheduled meetings.
3. It should be recognized that the principal will make every effort to comply with properly passed resolutions of the Council, but members of the Council should also understand that the principal may not have the administrative power to comply with all such resolutions, since some of the resolutions may require actions beyond his authority.
4. Councils should confine fund-raising operations to the purpose of defraying reasonable printing and mailing expenses for the operation of the Councils and for the dissemination of information to Council members. No other solicitations for funds shall be made. It is understood that tax-supported funds will not be available for this purpose.

These guidelines will become effective September 30, 1973.

FINANCIAL: No additional cost to the Board of Education.

Respectfully submitted,
 JAMES F. REDMOND
 General Superintendent of Schools

Prepared by: ANGELINE P. CARUSO
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 Approved by: MANFORD BYRD, JR.
 Deputy Superintendent of Schools

Noted:
 ROBERT STICKLES
 Controller

RECOMMENDATIONS CONCERNING
ACTIVITIES OF LOCAL SCHOOL COUNCILS

There is need for a local school council to understand the multifaceted operation of a school, with particular emphasis on the instructional program. A planned approach to involving parents in the school in positive and practical ways through formal meetings and informal get-together activities is suggested. The local school council will be most effective when it becomes a positive force by understanding education in the school. School council members and school staff should form a partnership for improvement of the education in each school.

Orientation of the local school council to the school program can be accomplished jointly by the principal and staff in cooperation with the council. A suggested approach would be one in which staff members present information to the council:

Planned Meetings

- 1) principal should describe the school goals
- 2) teachers should describe instructional goals in reading, mathematics, science, social studies, art, music, etc.
- 3) special teachers describe specialized services such as the library, TESL, etc.
- 4) teachers should demonstrate, class groups, as to how they teach specific subjects, i.e., reading
- 5) principals should explain to the council how reading needs are assessed and why a particular reading program is selected
- 6) principals or adjustment teachers should explain pupil testing and pupil progress reporting
- 7) teachers should explain and demonstrate to parents how they can help in the education of their children and become a resource to give additional reinforcement in the home to the child
- 8) principals should explain the school budget, and
- 9) the teachers' committee should explain textbook selection

All of these topics may then become discussion items on the local school council agenda.

The local school council parent-education committee may plan special activities:

- 1) parent education with topics of concern in daily living, such as: wise buying, child development, child behavior, nutrition, medical care, city services, selective television viewing and building a home library
- 2) parent committees organized to make instruction materials - helping with field trips - helping in the library and lunchrooms - disseminating information about school programs to parents who were unable to attend orientation
- 3) another important consideration would be the humanistic-social approach through school social affairs which bring parents, pupils and faculty together
- 4) arrange a calendar of council sponsored parent-teacher conference days.

GUIDELINES FOR OPERATION OF DISTRICT EDUCATION COUNCILS

- RECOMMENDATION:** That guidelines for operation of District Education Councils be approved, effective September, 1973.
- DESCRIPTION:** The following are proposed guidelines for the operation of District Education Councils:
1. By-laws shall be developed within the rules and policies of the Board of Education by each Council which will set criteria for membership, organizing patterns for the Council including officers, terms of office for officers, and methods of procedure for conducting business.
 2. Methods of placing items on the agenda will also be regularized.
 3. Minutes of proceedings shall be kept and distributed to members in advance of the next meeting. Minutes shall be distributed to Area Associate Superintendents and to District Superintendents.
 4. Councils shall meet monthly during the school year with additional meetings called as necessary. They shall meet in places convenient to most of the members.
 5. District Councils shall have at least one or more members from each Local School Council. The exact number shall be left to the Councils themselves. 60% or more of the membership of each District Council shall be parents of pupils in schools within the district. The membership of the remaining 40% shall be determined by the dominant 60%.
 6. The roles of both the District Superintendent and the District Human Relations Coordinator shall be limited to that of Resource Consultants. Neither shall be a voting member and neither shall hold an office.
 7. Meetings of District Education Councils shall be open to the public and will be announced one week in advance. Each Council shall set for itself the limits of participation by members of the public who are non-member and attendant at the meetings.
 8. Agenda topics to be considered at meetings of District Councils shall focus more on district concerns including priority of items for budgetary consideration at the District level. There shall be a means for follow-up, either by committee or by members of the Council, of action taken at meetings of the District Education Councils.
 9. The Chicago Region P.T.A. will see that a representative from one of its 18 P.T.A. Councils is named to each District Education Council. The representative of the P.T.A. Council shall reside within the school district he serves. This section is not intended to reduce or to eliminate P.T.A. members currently serving on District Education Councils as representatives of local P.T.A.'s.
- It is recognized that District Education Councils have been operating for many months without guidelines. Therefore, the effective date for compliance should be September, 1973.
- FINANCIAL:** No additional cost to the Board of Education.

Respectfully submitted,
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 General Superintendent of Schools

Prepared by:
CURTIS C. MELNICK
 Area Associate Superintendent - Area A
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 Approved by:
MANFORD BYRD, JR.
 Deputy Superintendent of Schools
 Noted:
ROBERT STICKLES
 Controller

May 14, 1975

ADOPT POLICY: LOCAL SCHOOL COUNCILS

RECOMMENDATION: Adopt the policy that each school unit will have only one local school council to serve the needs of the school.

DESCRIPTION: The membership of each council must include representatives of parents with children in all non-locally funded programs and must also provide for standing committees where required, for each non-locally supported program. Representatives on the standing committees for the non-locally funded programs must meet the requirements established by the appropriate funding agencies. Standing committee responsibilities, as outlined by federal or state regulations, will be executed by the respective committee.

SUPPORTIVE DATA: This recommendation does not eliminate the need for the establishment of parent advisory committees which are required by the legislation of certain non-locally funded programs such as ESEA Title I, Head Start, and State Supported Bilingual Programs.

A single local school council, incorporating representation from all of the various programs, will result in a better articulated instructional program and improved communication among administrative staff, parents and community members.

Board Report 70-1161, dated December 9, 1970, recommended procedures for local school councils.

Board Report 72-1249-1 (amended), dated December 13, 1972, established the revised guidelines for local school councils.

Board Report 73-240, dated March 14, 1973, recommended guidelines for the operation of District Education Councils.

Board Report 73-303, dated March 28, 1973, made recommendations concerning activities of local school councils.

FINANCIAL: No additional cost to the Board of Education.

Respectfully submitted,

JAMES F. REDMOND
General Superintendent of Schools(Acting)

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Approved by:
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Noted by:
JAMES G. MOFFAT, Assistant Superintendent Government Funded Programs
ROBERT STICKLES, Controller

APPROVAL SHEET

The dissertation submitted by Mary Mikros has been read and approved by the following Committee:

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Date

1-11-77

Dr. Robert L. Monks
Director's Signature